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1907/08

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VOL. II No 2.

MAY 1, 1908

Bulletin of
**Oklahoma Christian
University**

Catalogue
1907-6
Catalogue Number

UNIVERSITY OF ILLINOIS LIBRARY
May 1, 1908
UNIVERSITY OF ILLINOIS



PRESIDENT'S OFFICE
Published Quarterly on the First Day of February, May,
August and November by Oklahoma
Christian University,

Enid, Okla.

Permission granted to enter the Postoffice at Enid, Oklahoma, as Second
Class matter, under Act of Congress of July 16, 1894.

CATALOGUE AND ANNOUNCEMENTS

1907-8

— OF —

Oklahoma Christian University

ENID, OKLAHOMA

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NOUNCEMENTS CONCERNING THE VARIOUS
COLLEGES AND SCHOOLS OF
THE UNIVERSITY

FOR THE SESSION OF 1908-9

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ENID, OKLAHOMA

SEPTEMBER 1908 TO JUNE 1909

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(A. B., Bethany College, '75; A. M. Ibid., '77; LL. D. Hiram College; Student at Bethany, '71-'75; Prof. in Bethany College, '75-'77; President of Kentucky Classical and Business College, '77-'84; President Garrard Female College, '84-'85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-'02; President Texas Christian University '02-'06. Pres. Oklahoma Christian University '06—)

Author Great Salvation, Hebrew Prophecy, Word of Truth, King of Kings, Bible Geography, Holy Book and Second Day.

Hebrew Prophecy, Word of Truth, King of Kings, Bible Geography.

FRANK H. MARSHALL, A. M., Ph. D.,

Professor of Biblical Greek and New Testament Literature.

(B. S. Butler University, '88; A. B., ibid., '90; A. M., ibid., '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student ibid., '89-'91; Graduate Student University of Chicago, 1900; Professor Biblical Languages and Literature N. W. Christian College, '91-'96; Pastor Christian Church, Mankato, Minn., '95-'97; Missionary to Japan, '97-'99; Professor Biblical Languages and Literature. Texas Christian University, '99-'06; Professor of Biblical Greek and New Testament Literature, Oklahoma Christian University, '07 —).

OLIVER L. LYON, A. M., Ph. D.,

Professor of English and Philosophy.

(Ph. B., DePauw University, '94; A. M., ibid., '95; Ph. D., Boston University, '96; graduate, Ill. State Normal, 1900; Professor of English and History in Steelville Normal School, Mo., '88-'91; Professor of Natural Sciences in Greencastle High School, Ind., '91-'95; Principal Steel-

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ville Normal School and Professor of English and History, '96-'97; Professor of Sociology and Economics, also Assistant in English, Illinois Wesleyan University, 1900-'05; Minister First Christian Church, Newman, Ill., '05-'07; Professor of English, Oklahoma Christian University, '07 —).

ROLLA G. SEARS, A. M., B. D.,

Professor of Semitic Languages and Literature.

(B. L., Christian University, '98; B. D., *ibid.*, '04; A. M., University of Wisconsin, '04; Graduate student University of Chicago, '99-'02, '04-'05; Holder of Hebrew Prize Scholarship and Assistant in Hebrew and Semitic History, U. of Wisconsin, '03-'05; Required work for Ph. D., in Semitic Languages and History completed, *ibid.*, '05; Professor of History, Springfield Normal College, '99-'00; Professor of Old Testament Languages and Literature, Christian University, '05-'07; Professor of Semitic Languages and Old Testament Literature, Oklahoma Christian University, '07- —).

ARTHUR F. REITER, A. B.,

Professor of Mathematics and Astronomy.

(Student, Ohio Northern University, '00-'04; Tri State College, '91-'99; Hiram College, '04-'05; A. B., *ibid.*, '05; Teacher Public School, '91-'98; Principal, Mt. Cory, O., High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '99-'00; Minister Bluffton, Ohio, Church, 1900-'04, '07; Minister Calhoun Street Church, Baltimore, Md., '05-'06; Professor of Mathematics and Astronomy, Oklahoma Christian University, '07- —).

SAMUEL H. HORNE, A. B.,

Professor of History and Economics.

(A. B., National Normal University, O., '92; A. B. University of Texas, '07; Student, University of Texas, '94-'95, and for subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor

in Summer Normals; Instructor in History, Texas Christian University, '05-'06; Professor of Spanish and Instructor in History, *ibid.*, '06-'07; Professor of History and Economics, Oklahoma Christian University, '07. —).

BURTON H. WOODFORD, A. M.,
Professor of Modern Languages and Classical Greek.

(A. B. Hamilton College, Clinton, N. Y., '91; A. M., *ibid.*, '98; Classical Diploma from the Auburn Theological Seminary, Auburn, N. Y., '95; Minister, Oxford, Kans., '95-'96; Minister Dayton, Wyo., '96-1900; Classical Diploma from the Oswego State Normal School, Oswego, N. Y., '01; Prof. of Latin and Modern Languages, University Preparatory School, Tonkawa, Oklahoma, '02-'04; Prof. of Ancient and Modern Languages, Durant College, Durant, Oklahoma, '05-'07; postgraduate work in Chicago University in '03 and '05; Prof. Modern Languages and Classical Greek, Oklahoma Christian University, '07.—)

SAMUEL A. MARONEY, B. S., B. O.,
Dean of School of Oratory and Instructor in Latin.

(B. S., Kansas Normal College, '92; B. O., *ibid.*, '92; Student, Grayson College, '98; University of Chicago, '06-'07; Supt. of Schools, Sweetwater, Colorado City, and Forney, Texas; Professor in Oklahoma Christian University, '07- —).

*

*Dean of Women with Rank of Instructor.

MARY B. M. GIBBONS, A. M.,
Libraian, with Rank of Instructor.

(Student, North Middletown, Ky., '77-'81; Student of Literature, Cincinnati, O.; Student, Correspondence Course, University of Chicago, '04; Student, Chautauqua, N. Y., summer of '04; Librarian, Texas Christian University, '04-'06; Librarian, Oklahoma Christian University, '07- —).

LORA W. GARRISON,*
Instructor in Preparatory School.

(Graduate Northwestern Normal School. Oklahoma,
*To be filled.

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'03; Student *ibid.*, '01-'03; Student, Western School of Oratory, '05; Student, University of Chicago, '06; Principal, Pond Creek High School, '04-'05; Dep't. of English, Woods Co. High School, '05-'06; Principal, Medford High School, '06-'07; Instructor, Oklahoma Christian University, '07—).

MAUDE WAITE MARSHALL, A. B.,

Instructor in Lower Preparatory Department

(A. B., Texas Christian University, '01; Student Northwestern Christian College, Minnesota, '93-'95; Student, Texas Christian University, '99-'01; Teacher, Minnesota Public Schools, 7 years; Instructor, N. W. C. College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07—).

W. T. LARIMORE,

Dean of the College of Business.

(Graduate Paines College, Fairfield, Iowa, '81, Northern Ill., Normal and Business College, Dixon, Tel '84; Prin. Shorthand Dept., Western Normal College, Shenandoah, Iowa, '85-'91; Principal Shorthand Department Lincoln Normal University, Lincoln, Neb., '92-'94; Principal Sioux City Business College, Sioux City, Iowa, '95; Principal Shorthand and Normal Dept., Grand Island Business and Normal College, Grand Island, Neb., '96-'00; President Concordia Business College, Concordia, Kansas, 1901; President Great Western Normal School and Business College, Webb City, M., 1902-'06; Connected with Hill Business College, Oklahoma City, 1907, and with Western Iowa College, Council Bluffs, Iowa, 1908.)

*

Instructor in College of Business.

R. DYKSTERHUIS.

Professor of Music; Violin and Piano.

(Student, Antwerp Royal Conservatory, under Prof. Marien, '90-'93; Under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student Brussels Conservatory, '96; twelve years' experience as instructor; First Violin Symphony Orchestra, of Cincinnati '99-'04; Member

*To be filled.

of Marien String Quartette, of Cincinnati, '00-'94; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06-—).

ETHEL MAE HARRIS

Principal of the Piano Department and Teacher of Piano,

Theoretical Branches and Musical History

(Graduate Wesleyan College of Music, Bloomington, Ills.; Student Grand Prairie Seminary, Onarga, Ills.; Student Sherwood Music School, Chicago, Ills., under the noted William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ills., Did private teaching in Mineral Point, Wisconsin, '00; Directress of Piano Department Litta Conservatory, Bloomington, Ills.; Instructor in Music, Wesleyan College of Music, Bloomington, Ills.; Principal of Piano Department, Oklahoma Christian University, '03-—).

GRACE E. REYNOLDS

Teacher of Voice, Chorus and Sight Singing.

(High school graduate, York, Neb.; student in State University, Lincoln, Neb.; Student under Mavia Ruby, graduate of Weimer Conservatory, Germany; Student under Miss Cobb, graduate of Oberlin Conservatory, Oberlin, O.; studied two years in Oberlin Conservatory; graduated from Affiliated School of Music, State University, Lincoln, Neb.; taught one year in same school; studied under the noted Myer, of New York, and Stanley, of Omaha; has sung much in choirs and musical organizations; has had five years' continuous experience in teaching; has traveled abroad and heard the best musicians and singers; Instructor in Music Oklahoma Christian University, '07-—).

HENRIETTE J. SIEGEL,

Professor of Art.

(Student at Industrial and Fine Art School, Stuttgart, Germany, six years under Prof. Keilitz (German School) and Fraulein M. Schweizer, (French School); Instructor in Art and Architectural Design, New Orleans, '98-'01;; Teacher of Art, Carr-Burdette College, '01-'03; School of

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Art, Texas Christian University, '04-'06; Eureka College, '06-'07; Oklahoma Christian University, '07—).

EMMA FRANCES HARTSHORN,
Registrar and Secretary to the President.

(Student Normal School, Newton, Mass.; Graduate Ann Arbor Stenographic Institute, Ann Arbor, Mich.; Teachers' Training Course, *ibid.*; Post Graduate work, *ibid.*; Twelve years experience; Registrar Oklahoma Christian University, '07—).

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Oklahoma Christian University

HISTORICAL STATEMENT

1. Its Founders.

Oklahoma Christian University belongs to, and is controlled by, the religious body, known as the Christian Church, or Disciples of Christ. This does not mean that the school is sectarian in character. On the contrary, if true to the principles of the people it represents, it must be non-sectarian. It is the desire and aim of its founders to make it a Christian school in the broadest sense and to guard it from the narrowing tendencies of sectarian bias and influence. The promoters of the school believe that Christian education is the only true education because it is the only education that recognizes the whole man, physical, intellectual and spiritual, and provides for the development of his threefold nature. No denominational tests will be imposed, and no sectarian tenets will be inculcated, but the aim will be to offer liberal courses of instruction in a healthy Christian atmosphere.

2. The Pressing Need.

For several years prominent men in the Christian church in Oklahoma and Indian Territory, recognizing the great need of high grade institution of learning in this new and rapidly developing country, and feeling that the Disciples of Christ, like other religious peoples, had a great duty to perform in this direction, contemplated the establishment of a College or University, and while the general public need made the importance of such a school apparent, yet the necessity was further emphasized by the great dearth of preachers among all religious bodies,

throughout the United States, and especially among the Disciples of Christ, this shortage being particularly felt in the Southwest.

3. A Friend in Need.

Early in June, 1906, E. V. Zollars visited Ohio, and attended the Commencement exercises of Hiram College later in the month. The Hon. T. W. Phillips of Newcastle, Pa., being a Trustee of Hiram College, was present at the Commencement exercises. The great need for an institution of learning for the disciples of Christ in Oklahoma and the wonderful possibilities of the field had been presented to Mr. Phillips by Mr. Zollars in a lengthy letter, and this meeting at Hiram furnished an opportunity for a personal conference. Mr. Phillips being a staunch friend of Christian education, as his numerous gifts to that cause attest, manifested a deep interest in the educational enterprise in Oklahoma and proposed to pay the salary of Pres. Zollars while engaged in founding the school; provided, of course, the brethren of the new state should decide to undertake the work. This fact was communicated to the corresponding secretaries, of the two territories, J. M. Monroe and S. R. Hawkins, and was regarded by them as providential, since there was no money in sight up to this time to pay a man for doing this work. Both joined with the educational committee of Oklahoma in inviting E. V. Zollars to make a canvas of the two territories during the month of August, 1906, in the interest of the proposed school.

4. Preliminary Steps.

E. V. Zollars, acting upon the invitation extended to him, visited thirty leading towns in the two territories, setting forth the great undertaking. The proposition to establish a school met with unanimous and enthusiastic encouragement. The two Missionary conventions, one at South McAlester and one at El Reno, endorsed the undertaking and a joint committee of the two territories was chosen, consisting of I. R. Mason, Ardmore; T. R. Dean, South McAlester; W. R. Blake, Weleetka; Randolph Cook,

Tulsa; J. B. Martin, Holdenville; W. J. Ford, Hiram, O.; Dick T. Morgan, Woodward; W. A. Humphrey, Guthrie; J. M. Monroe, Oklahoma City; E. B. Johnson, Norman; O. L. Smith, El Reno; C. M. Jackman, Wichita, Kans. Cities desiring the school were then invited to put in bids. Eight different towns entered into competition, namely: Guthrie, Oklahoma City, Enid, Tulsa, Shawnee, Norman, El Reno and Chickasha. Enid, by a close margin, was the successful competitor, the value of her bid approximating \$150,000.

5. The Charter.

A Board of Trustees was elected to act till the next State convention, consisting of the joint committee with the exception of J. B. Martin, who was left out because he was leaving the territory and because the laws of Oklahoma limited such Boards to eleven members. A charter was obtained for the institution under the title of Oklahoma Christian University. E. V. Zollars was elected as its first president and a formal contract with the "Enid Chamber of Commerce" and the "Enid University Investment and Development Company," organized to promote the enterprise, was entered into.

6. The Present Status May, 1908.

A deed to forty acres of ground has been delivered, twenty acres of which have been sold back to the Development company for the sum of ten thousand dollars. Three buildings—Main Building, Fine Arts Building and Ladies Hall, have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, has been installed at a cost of about \$15,000. For full description of these buildings see subsequent pages.

THE FIELD OF THE SCHOOL

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high

estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. The Disciples of Christ have more than five hundred churches in the state with a total membership of about 35,000 persons and they are dedicating on an average about one new church per week.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. The Christian Church is strong in this state, the year book giving it nearly 400 churches and a membership of more than 50,000 persons. There is no school in this state under the auspices of the Disciples of Christ, and it will doubtless contribute liberally in money and students to Oklahoma Christian University owing to its favorable location.

3. Arkansas is situated on the east and will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. Here, as in other southwestern states, the Disciples of Christ are a numerous people. Statistics give them 345 churches and 28,000 members. It, like many other states, is suffering greatly for lack of preachers and consequently it will look to the new school in Oklahoma for a measure of relief.

4. Louisiana lies to the southeast, but is as near to Oklahoma Christian University as to any other school of the Disciples. It is a state that is now being rapidly developed and offers a splendid field for missionary effort. Here the Christian church is comparatively weak, there being less than 40 churches and 4,000 members in the state, but recently, some excellent work has been done in planting new churches. We invite the brethren of Louisiana to lend us their support, and we promise ample returns for their help.

5. Colorado, lying to the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population.

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We have 50 churches and about 6,000 members in this state, but no school. Oklahoma Christian University is situated so as to serve the churches of Colorado in an admirable way. It needs the support of this vigorous, young state and in time will render it great assistance.

6. In New Mexico, Arizona and other western states and territories, the Disciples of Christ are a small but growing people; and Oklahoma Christian University is situated so as to be of great benefit to them in the planting of new churches and in the development of those already established.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that have no schools, are as near to us as to any other school of our people. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated in than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

THE BUILDINGS.

1. The Main Building.

This is a brick structure, trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the fine arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seat-

ing capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story three large literary society halls are provided, and three rooms for the accommodation of the Business College. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from base ment to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west, looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide and is destined to be one of the finest streets of the city, but Maine on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2. The Fine Arts Building.

North of the main building about 35 feet distant, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; a recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3. The Ladies' Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement story 10 feet in the clear, and 6 feet above grade, and above this are two full stories, but no dormer story. The basement is occupied with kitchen and accompanying rooms—pantry, dish room and store room; a large dining room with seating capacity for 150 people at table; two rooms for female servants; a laundry room; a large toilet room, and a cloak room. On the first floor there is a main hall 15 feet wide, running crosswise of the building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side, a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled, by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful over-

sight and watchful protection. In giving her into the care of the educational institution she attends they are intrusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the Home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves, the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlast the college years. There also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood; and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

4. Cottage Dormitories.

The board of trustees favor the cottage dormitory plan for the following reasons:

(1.) This is the system being adopted by many of the great schools and by public institutions generally, both for moral and sanitary reasons.

(2.) It suits our financial condition better since such dormitories can be erected for about \$5,000 each and we can erect them one at a time as we may have the funds in sight to do so. We hope to have at least one building ready for occupancy by the opening of the school in September, 1908.

5. Buildings by Outside Parties.

It will be impossible for us to provide rooming facilities for our entire body of students. We must depend largely upon outside parties to erect buildings for rooming purposes, especially for young men. Several have already done so, and we hear of others who expect to do so during the coming summer. If, however, a sufficient number of buildings for rooming purposes shall not be erected by the opening of the fall semester, our street car facilities enable our students to take advantage of available rooms in all parts of the city.

THE NATURE OF THE SCHOOL.

It is our aim:

1. To Adapt the School to Its Constituency.

The work must be thorough, practical, and suited to the wants of the students and of the country in general. To this end, there will be no effort to slavishly copy the ideals and follow the methods of the old institutions of the East, much less of European institutions. We believe in studying the constituency that we have to serve and in adapting our work to the needs of the people in this great and growing West; in short, in being practical.

2. To Make It Christian in the Largest Sense.

We also believe that there is nothing more essential to a school than a Christian atmosphere. Christian education is the only true education because it is the only comprehensive education. We cannot afford to place our institution on the plane of the purely secular school. If we do not have something better to offer than these schools can give, there is little or no reason for our existence. We hope, therefore, to make the school Christian in the broadest and truest sense of that term. Students educated in such an atmosphere go out into the world with purer ideals and nobler impulses and are consequently better prepared to serve their day and generation.

3. To Make the School an Institution of the People.

We believe in educating young persons toward the people instead of away from the people. Often times students who graduate from college have imbibed the caste spirit. They have lost sympathy with the masses. We regard such an education as a damage rather than a blessing. We believe in the democracy of culture rather than aristocracy of culture. An education that deadens the sympathy of the student with the common people and makes him feel that he belongs to an elite class disqualifies him for the truest service. We shall endeavor to prevent the caste spirit from entering our University.

**4. To Send Out Preachers Imbued With the
Master's Spirit.**

So far as the ministerial students are concerned, we aim to foster in them the truly evangelistic impulse. What is needed now, more than anything else, is a class of preachers whose hearts are on fire with what has been called "The Enthusiasm of Humanity." We hope to send out a large number of young men with hearts aglow with the love of souls, and who will count it all joy to make any sacrifice that the Kingdom of God may be established among men.

5. To Send Out Young People for Service.

In short, it is our constant purpose to send forth in large numbers young men and women who have come to understand that service is the Divine idea to be realized in human life and that the purpose of education is not to insure worldly emoluments or personal advantage, but to fit the student for unselfish work in behalf of a needy world.

THE SCOPE OF THE WORK.**1. The Term University.**

The use of the term University is justified: First, because of the number of schools and colleges that are now in operation, a description of which appears below. Second, because of the purpose to establish professional schools as soon as the financial condition will permit.

Third, because the popular and lexical use of the term justifies us in applying it to our school.

2. General Education.

A liberal culture ought to lie at the basis of all forms of specialized work. It is our aim, therefore, to offer strong culture courses such as afford the mental development and discipline necessary to successful specialization.

3. Elementary Professional Studies.

The leading universities of our country have at last recognized the fact that professional studies of an elementary character may very profitably enter into the culture courses, and consequently the first year in law, medicine, and even in theology, is allowed to count on the work required for a literary degree, in some of the best colleges and universities. This policy recognizes the distinct cultural value of professional study, gives a practical turn to the students' college course, predisposes him toward the specialization necessary to his chosen profession, and is a saving of at least one year's time to the person who completes both the culture and professional courses.

4. Special Schools and Colleges.

In the special lines of music, art, oratory, normal work and commercial study, strong courses are offered, based upon such general preparation as is necessary to good work in the various special lines and to success in active life.

SUMMARY OF THE VARIOUS COLLEGES.

1. The Preparatory School.

This school offers the work usually covered by the best high schools of the country and about two years of the grammar school work. Many people feel that the high school work can be done better in the preparatory department of a college or university, inasmuch as the student's preparatory course can be better adjusted to the college work that is to follow, and often at a saving of a year's time in the total school period. Furthermore, there are many young people in this state, and even in

the older states, who are so situated that they do not enjoy the advantages of first-class high schools. To accommodate this large class of young persons, a preparatory school is a necessity.

2. The College of Liberal Arts.

This college is the basis of all forms of specialized or professional work. Here the culture courses are provided. These may be somewhat varied in character, differentiated by the major line of work that the student may elect to take up, such, for instance, as mathematics, classical languages, modern languages, natural science or history.

3. The College of the Bible.

In this college will be offered strong lines of work in biblical languages, bible history, biblical literature, homiletics, hermeneutics, pastoral theology, Christian evidences and biblical criticism. This work will be based on a broad literary preparation. About one-half of the work of the four college years is literary and the other half biblical. A post-graduate year is also offered.

4. School for Church Workers.

In these days an ever-increasing number of persons are making preparation for church work in various forms. Pastoral helpers, evangelistic singers, and Sunday school teachers are making special preparation for their work. Courses adapted to the wants of this important class of students are provided.

5. The College of Music.

The college of music offers comprehensive courses in piano, violin, voice, musical history, harmony, theory, and, in short, all the branches that enter into a liberal musical education. A course in evangelistic and church music is offered, which is of special value to those preparing for the ministry and for other forms of church work. Instruction in sight singing is also given, which is valuable to the class of persons just mentioned and to young people preparing for teaching in the public schools.

6. The College of Business.

In this school comprehensive lines of work in book-keeping, stenography, typewriting and penmanship are offered. In short, instruction is given in all the branches taught in the best business colleges.

7. The School of Oratory.

In the school of oratory instruction is offered in the art of reading, public speaking, and in the branches that bear directly upon this important work. Both individual and class lessons are given. The work is valuable to all classes of students and especially to those looking forward to the ministry or to the legal profession—in short, to all who expect to become public speakers.

8. The School of Fine Arts.

This school offers instruction in drawing, sketching, painting from nature, and decorative art in all forms. Modeling, and sketching from nature, will receive special attention. In all the best public schools of the country drawing is now made a part of the required work. In the German schools this work has long occupied a prominent place. We will offer a comprehensive course in preparatory art, which ought to enter into every student's course and it will be especially valuable to those preparing for the teacher's profession.

9. Correspondence School.

It is our purpose to establish a correspondence school. Much of the work of the various courses will be offered by correspondence. Our purpose in offering this work is: first, to assist those who are denied the privilege of resident collegiate work in making a larger preparation for the work of life; second, to help those who wish to pursue systematic lines of work while engaged in business avocations, but who look forward to resident college work as soon as circumstances will permit; third, to enable those who are compelled to drop out of school temporarily to keep in touch with their college work and make some progress toward the goal of their ambition.

10. The Post-graduate School.

We will formulate a post-graduate course of one year leading to the degree of A. M. All graduates, whether from the literary or ministerial courses, will find this to be a most valuable year of work. Some will remain to take this work; and some, after they have been out of college a few years, will return to enlarge their preparation by further study. An additional post-graduate year will be offered as soon as circumstances will permit.

Professional Colleges.

Professional schools in law, medicine, pharmacy, dentistry, etc., will be established as soon as the financial condition of the university will permit us to do so. We must first secure the endowment necessary to sustain the work that we have outlined. As soon as this is accomplished we will set to work to obtain endowment for the professional schools. Our Board has decided upon this policy and provision for it has been made in our charter.

Courses for Public School Teachers.

Persons preparing to teach in the public schools can get any line of work that they may desire. All the common branches are taught, together with theory and practice of teaching, elementary psychology, English and American literature, and a course in natural science.

THE CHARACTER OF THE FACULTY.

1. The Personality of the Teacher.

A strong personality is essential to a strong teacher. What the teacher is, has more to do with the education of the student than what the teacher knows. In view of this fact we have endeavored to select men and women for the various positions who have marked individuality, whose presence with the students will be a strong force making for righteousness and true development.

2. Educational Qualifications.

In addition to strong personality there must be a

liberal preparation. A teacher in this day must not only have completed a strong college course, but it is necessary that he shall have pursued liberal post-graduate courses. We have recognized this fact in the selection of our teachers.

4. Faith in God.

Furthermore, the model teacher must be a man or woman of strong faith. This gives to the teacher a quality and an influence of inestimable value. Rationalism and skepticism in the teacher are pernicious and destructive in their effect. We have selected teachers who have faith in God, recognizing this as one of the highest qualifications. We hold it to be inconsistent for a Christian school to place unbelievers on its faculty.

VII. THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is preeminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1. The Library.

A good working library has become an indispensable part of the equipment of high-grade schools. Students are sent to the library to make much of their preparation for class-room work even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction the library is indispensable. We have installed a good working library. We have placed nearly fifteen hundred volumes of well-selected books on our shelves as a start for a library and we expect to add several hundred volumes each per year for several years.

The development of library science during the last few years has made it very evident that a library in the

true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned according to modern methods, may better deserve the name of library than five times the number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Catalogueing has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and is being catalogued according to the "Dewey System;" this, together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

2. The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we are providing room for four laboratories—chemical, philosophical, biological and physical. We will expend several thousand dollars in the equipment of these laboratories. A considerable sum has already been expended, and, as a matter of course, we will add to this equipment year by year.

3. General Appliances.

We have also spent a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and double this amount will be expended in the near future.

College
of
Liberal Arts

COLLEGE OF LIBERAL ARTS

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.
Professor of Apologetics and Christian Doctrine.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Biblical Literature.

OLIVER L. LYONS, A. M., Ph. D.,
Professor of English and Philosophy.

ROLLA G. SEARS, A. M., B. D.,
Professor of Semitic Languages and Literature.

SAMUEL H. HORNE, A. B.,
Professor of History and Economics.

ALFRED F. REITER, A. B.,
Professor of Mathematics and Astronomy.

SAMUEL S. MARONEY,
Professor of Latin and Oratory.

BURTON W. WOODFORD, A. M.,
Professor of Modern Languages.

COLLEGE OF LIBERAL ARTS.**Its Aims and Purposes.**

This is the central college of the University. Its work is fundamental to that of all the other colleges and departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other colleges, but this, in the very nature of the case, must be preceded by general education. It is believed that the courses provided in this college will so discipline and strengthen the faculties of the student and so develop his creative powers that the subsequent works of specialization can be pursued with greatest profit. Students are urged to take as much of this work as possible as a basis for the work of any one of the other colleges. The complete college course should be taken if it can be done.

Entrance Requirements.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in our Preparatory School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

REQUIRED OF ALL STUDENTS—120 prep. credits.

1. **Mathematics.**—Academic Arithmetic, one semester; Algebra, three semesters; Geometry, two semesters. (30 credits.)

2. **English.**—Academic Grammar, two semesters; Elementary Rhetoric, two semesters; American and English Literature, two semesters.

3. **Science.**—Three semesters, including two of physics. (15 credits.)

4. **Foreign Language.**—Four semesters in one language. (20 credits.)

5. **History.**—Four semesters. (20 credits.)

6. **Civics.**—One semester. (5 credits.)

11. **ELECTIVES.**—30 Credits, making a total of 150 preparatory or high school credits.

NOTE:—Students for the ministry who take five years of Biblical Languages in the College are permitted to offer electives instead of the Preparatory Language requirement.

Definition of Preparatory Credit.

A Preparatory credit represents one period of recitation of 45 minutes each day, during one semester. A student reciting daily in one study for one semester would receive five credits.

NOTE:—Students lacking a limited number of credits may enter freshman year, conditioned on making up the deficit.

Approved High School Graduates.

Students with diplomas from first-class high schools are admitted to the freshman year of the College of Arts, unconditionally.

The Curriculum of the College of Liberal Arts.

The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below.

In arranging the lines of study, it is intended to suit the bent of mind of individual students. It is believed that the secret of greatest good to the student can be found only when he is approached with proper respect and provision for his individuality. With this thought dominant, the elective system is used instead of the arbitrary curricula of earlier days. Enough work is prescribed to insure a thorough and disciplinary line of study, at the same time measurably meeting the demands of various tastes and aptitudes, and avoiding all undesirable rigidity. Beyond this, the student is permitted, under the

advice of the professor in charge, to select for himself the studies he desires to pursue.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS.

1. Required of All Students.

(a). **English.**—Advanced Rhetoric and English Literature—Four semesters.

(b). **Psychology and Logic.**—One semester each.

(c). **Apologetics and Ethics or Biblical Literature.**—One semester each.

II. Major Study.

Each student must choose a Major Study, selected from the following: Latin, 3 years; Greek (classical and Biblical), 3 years; Hebrew, 3 years; German, 3 years; Romance Languages, 4 years; English, 3 years; Natural Sciences, 3 years; Mathematics, 3 years; History and Economics, 4 years.

III. Minor Study.

Each student must pursue a Minor Study, selected by the committee of the faculty. The Minor Study must continue at least two years, and in some cases three, depending largely upon the nature and grade of work done on the Major Study.

IV. Thesis.

Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must be approved by his Major Professor, and the work done under his direction.

V. Electives.

In addition to the work prescribed above each student must elect work from the various departments, sufficient to make a total of at least 128 credits.

Note: The student is permitted to elect 20 credits from the Special Departments, if he has elected none for his entrance requirements. In the latter case, he may elect 12 such credits for his college requirements.

Definition of College Credit.

A College credit represents one full hour period of recitation for one semester. A student reciting 16 hours per week for one year would receive 32 credits; for four years, 128 credits.

WORK REQUIRED FOR THE DEGREE, MASTER OF ARTS.

I. The student, having previously received the Bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work.

II. He must do work amounting to at least 32 credits. Most of his studies may be chosen as free electives from the junior and senior studies of the undergraduate college, none below these years. The remainder of his work may be special, under the oversight of a professor to be appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee.

COURSES OF INSTRUCTION.**Department A.—English.****Professor Lyon.**

The aim in this department is: (1) to develop logical thinking and the ability to express thought in clear, strong and graceful language; (2) to trace the origin and development of the English language and Literature to the present time; (3) to broaden and deepen life by contact with both the ideal and real life of the race; (4) to appreciate the true, the beautiful and the good in the masterpieces of English and American Literature; (5) to learn the constructive principles of both form and content in Literature; (6) to cultivate a genuine interest in the subject which will ripen into more extensive research and be perennial.

Special students in English should, as far as possible, take studies closely correlated with it; for example, Sociology, History, Classic and Modern Languages and some branches of Philosophy.

1. **Rhetoric.**—Since the ability to say just the right thing in the right way is the most practical result of education, the art of composition will receive more emphasis than the science of Rhetoric.

Frequent Themes.—Special attention given to Narration, Description, Exposition, Argumentation, Style, Diction and Figures of Speech. Critical reading of selected Modern Prose.

Prerequisite.—Preparatory English.

(First semester, 4 hrs.)

2. **Rhetoric.**—A continuation of course 1.

(Second semester, 4 hrs.)

3. **English Literature to 1789.**—The origin and development of the English language and Literature with causes affecting the changes, as reflected in Caedmon, Wycliff, Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, Pope, Addison, Gray, Cowper and Goldsmith. Many masterpieces studied both in and out of the class. Written reports.

(First semester, 4 hrs.)

4. **English Literature 1789 to Present Time.**—The chief authors studied through their writings are Burns, Wordsworth, Shelley, Coleridge, Scott, Byron, Tennyson, Macauley, Ruskin, Arnold, Browning and Kipling.

Collateral reading, written reports.

(Second semester, 4 hrs.)

5. **American Literature.**—This course is devoted to the works of the best American poets and prose writers. Relation of American to English Literature, Themes and extensive reading.

(First semester, 4 hrs.)

6. **Literary Criticism.**—The aim is: (1) to see clearly why writings take rank and are admired; (2) to cultivate a taste for the best Literature, Original Critiques on Standard Works. A study in constructive principles of Literature.

Prerequisite.— Courses 1 and 2.

(Second semester, 4 hrs.)

7. **Shakespeare.**—Critical study of a number of plays including "Hamlet," "Merchant of Venice," "Julius Ceasar," "Macbeth," "Othello" and "King Lear." Some attention to the origin and development of the drama. Outside reading and critical papers on the plays.

(First semester, 4 hrs.)

Courses 3 and 4 will be given in alternate years with courses 5, 6 and 7.

8. **Tennyson and Browning.**—Critical study of selected poems of each author to reflect his ideals, characteristics and philosophy of life. The relation of the authors to the life and literature of the Victorian Period.

(First semester, 4 hrs.)

9. **English Seminary.**—A course in research work, Such literary problems studied as the origin and development of the novel, as the drama, the epic, the essay, the elegy, romanticism. Papers read before the class for critical discussion. Open to advanced students only.

(Second semester, 3 hrs.)

Courses, 8 and 9 only, offered every two years.

DEPARTMENT B.—LATIN AND GREEK.

Prof. Maroney.

I. LATIN.

1 and 2. ...Beginning Book.—Bennett.

First and second semesters, 5 hrs.)

3 and 4. **Cesar.**—Four books or equivalent matter instead of two books. Weekly Composition, Bennett's Latin Writer. (First and second semesters, 5 hrs.)

5. **Cicero and Composition.**

(First semester, 5 hrs.)

6. **Virgil, two books.**—Prosody and Composition.

(Second semester, 5 hrs.)

7 and 8. **Livy and Tacitus.**

(First and second semesters, 4 hrs.)

9. Odes and Episodes of Horace.

(First semester, 4 hrs.)

10. De Senectute, De Amicitia Juvenal etc.

(Second semester, 3 hrs.)

II GREEK.

Prof. Woodford.

1. Greek Lessons.—White's First Greek Book or Ball's Elements of Greek. (First semester, 4 hrs.)

2. Greek Lessons.—White's First Greek Book or Ball's Elements completed. Gleason's Gate to the Anabasis. (Second semester, 4 hrs.)

3. Xenophon's Anabasis Books 1-4.—Goodwin's Greek Grammar Xenophon's Hellenica, selections Books I-III. Greek Prose Composition, Hogue's Irregular Verbs of Attic Prose. (First semester, 4 hrs.)

4. Homer's Illiad Books I-IV.—Gladstone's Landmarks of Homeric study. (Second semester, 4 hrs.)

5. Herodotus, Orations of Lysias, Demosthenes' Philipics and Olynthiacs, Plato's Apology and Crito, Jebb's Primer of Greek Literature. (First semester, 3 hrs.)

6. Select Idyls of Theocritus, Sophocles Antigone. (Second semester, 3 hrs)

7. Sophocles Oedipus Tyrannus, Aristophanes' Clouds, lectures on the Greek Drama. (First semester, 3 hrs.)

8. Sophocles Oedipus Coloneus, Euripedes' Medea. (Second semester, 3 hrs.)

9. Demosthenes and Aeschines; On the Crown and against Ctesiphon, Studies in the Greek Orators. (First semester, 3 hrs.)

10. The Protagoras of Plato. Philosophy of the Academy. (Second semester, 3 hrs.)

The Greek language will be studied as an exact language, or as the only language perfect in syntax. The student will be introduced to the philosophy of all inflected tongues.

DEPARTMENT C—MATHEMATICS AND ASTRONOMY

Professor Reiter.

No subject is of greater educational value in developing exact reasoning; although it, especially the higher branches, is only theoretically exact. But it is in this very approximation of the truth that the finite mind realizes its limitations as it attempts to grasp the thought of the infinite.

1. **Solid Geometry.**—Text-book, Phillips and Fisher. College credit will be given for this subject only to those who have not elected Mathematics E in Preparatory Dept. (First semester, 4 hrs.)

2. **Trigonometry.**—Presupposes the mastery of all preparatory mathematicae, and includes: plain, spherical, and analytical Trigonometry, with numerous problems illustrating the application of the subject to mensuration, surveying and astronomy. Graphical solutions and the use of the laws of similars will be insisted upon rather than memorizing many formulae. Text: "Phillips and Strong's Elements of Trigonometry."

(First semester, 5 hrs.)

3. **College Algebra.**—Ratio, proportion, progression, permutation, combinations, binomial theorem, indeterminate coefficients, summation and interpolation of series, continued fractions, logarithms, logarithmic and trigonometric tables and their construction, single and double position, exponential equations, transformation of equations, limits and approximation. Text, Wentworth's College Algebra. (Second semester, 5 hrs.)

4. **Surveying.**—The adjustment, care and use of compass, level and transit. Field practice will be given by measurements by chain and tape, profile leveling, running level lines closing on starting point, and field surveys with the transit. Also stadia work. Text: Pence and Ketchum. (Second semester, 5 hrs.)

5. **Plane Analytical Geometry.**—Straight lines, circles, loci, systems of coordinates and the conic sections, with problems and graphic solutions. Text "Wentworth's

Analytical Geometry." (First semester, 4 hrs.)

6. **Advanced Co-ordinate Geometry.**—The general theory of curves, of the second degree, higher plane curves, points, plane, and surfaces of revolution, with problems and graphic solutions. Text "Wentworth's Analytical Geometry." (Second semester, 4 hrs.)

7. **Differential Calculus.**—Development and application of the fundamental principles and formulae, maxima and minima, indeterminates, series, curves and curvatures, and envelopes. "Osborne's Differential and Integral Calculus." (First semester, 5 hrs.)

8. **Integral Calculus.**—Integration, definite integrals, applications to lengths, areas, volumes, and laws of physics. "Osborne's Differential and Integral Calculus." (Second semester, 5 hrs.)

9. **Mathematical Astronomy.**—This is an advanced course in general Astronomy in which the principles of mathematics are applied in solving the problems of the practical astronomer. It presupposes course 1, and better also 3, 4, 5 and 6. Text: "Young's Manual of Astronomy." (First semester, 4 hrs.)

DEPARTMENT OF ENGINEERING

Prof. Reiter.

There is a growing demand for trained men to fill remunerative positions in the civil, mechanical, electrical, mining and sanitary enterprises of the nation and individuals; also for very desirable professional positions. To assist in supplying this general demand, and to meet a large demand from our own students and patrons, we are offering a junior course in engineering for which we are well equipped with apparatus and appliances in our laboratories.

A junior course consists of all courses offered in the first two years of a four year college course after a three year preparatory course. With a few minor exceptions it is the same for all engineering courses. Our aim is to lay a broad foundation for the more specialized work of the last two years. To this end the work is largely theoretical

in character and comprises courses in Mathematics, General Chemistry and Physics, Languages, Drawing, and the elements of Engineering. Class room work is supplemented wherever practicable by laboratory courses.

CURRICULUM.

*Starred studies are required of all engineering students.

Civil, Electrical, Mechanical Engineering.

FIRST PREPARATORY

First Semester

*Grammar and Composition
*Civil Government
*Algebra (beginning).
*German or French
Electives.

Second Semester.

*Adv. Grammar and Composition.
*American History (Adv.)
*Algebra.
*German or French.
Electives.

SECOND PREPARATORY.

First Semester.

*Plane Geometry (beginning.)
*Algebra.
*Rhetoric, Composition and Literature.
*German or French.
Electives.

Second Semester.

*Plane Geometry.
*Advanced Arithmetic.
*Rhetoric, Composition and Literature.
*German or French
Electives.

THIRD PREPARATORY.

First Semester.

*Solid Geometry.
*Elementary Physics.
*Laboratory Physics.
*History American Literature
Electives.

Second Semester.

*Elementary Astronomy.
*Elementary Physics.
*Laboratory Physics.
*History English Literature.
Electives.

RECOMMENDED ELECTIVES.

Commercial Branches.
Typewriting.
Botany.

Zoology.
Geology.
General History.

Or any course offered in the general preparatory school.

FRESHMAN.**First Semester.**

*Trigonometry.

*General Inorganic Chemistry. *College Algebra.

*Laboratory Chemistry. *Inorganic Chemistry.

*College Rhetoric. *College Rhetoric.

*Free Hand Drawing. *Mechanical Drawing.

Second Semester.

*Surveying.

SOPHOMORE.

*Differential Calculus.

*Integral Calculus.

*Plane Analytical Geometry *Solid Analytical Geometry.

*General Physics. *General Physics.

*Laboratory Physics. *Laboratory Physics.

*Projection Drawing. *Projection Drawing.

DEPARTMENT D.—NATURAL SCIENCES.**I. CHEMISTRY.**

1. **General Inorganic Chemistry.**—The non-metals will be studied by demonstration, text-books, and laboratory work. A few weights and formulae will be memorized. Equations will be carefully explained. Laboratory work in chemistry will be first conducted with a view to being clean and orderly at the desk. The student will learn how to handle tubes, stoppers, and the glass-ware. Also the student must form the habit of putting each piece of apparatus where it belongs. There will be a place for everything and everything must be in its place. Texts: "Remsen's Chemistry;" "Smith's Laboratory Manual." Three hours recitation and four hours laboratory work.

(First semester.)

2. **General Inorganic Chemistry.**—The metals and classification of elements. While only a foundation can be laid in one year, a few technicalities will be introduced towards the close of the last semester. The laboratory work will show some degree of skill in this semester. Text, same as in course 1. Three hours recitation and four hours laboratory work.

(Second semester.)

3. **Qualitative Chemistry.**—In this course the general principles underlying will be studied. The student will observe the results, of re-agents on known solutions. The equation will be recorded for each reaction. All work must be carried out in a systematic way. Text: "Noyes." References will be made to others. Laboratory work, one hour class work.

(First semester, 4 hrs.)

4. **Qualitative Chemistry.**—A continuation of course 3. Unknown salts, solutions, and acids will be analyzed, the complexity and difficulty gradually increasing. Notes carefully prepared are required. Text same as course 3. One hour recitation and four hours laboratory work.

(Second semester.)

II PHYSICS.

5. **General Physics.**—The class-room work will consist largely of demonstrations and quizzes. The laboratory work will consist of a few well selected experiments, the quantitative part of which must be high grade. Prerequisites, preparatory physics and trigonometry. Text: "Hasting and Beach." Four hours class work and two hours laboratory work.

(First semester.)

6. **General Physics.**—A continuation of course five. Four hours class work and two hours laboratory work.

(Second semester.)

7. **Physics.**—A laboratory course. Experiments will be selected according to the needs and demands of the individual student. Credits per semester 3. Five hours each week.

(First semester.)

III. BIOLOGY.

Botany Course I.—During this course the anatomy and physiology of the plant kingdom will be studied in a comprehensive manner, giving special attention to a number of representative species. Such subjects as Seed Germination, Phytological Chemistry, Structural Botany, Thallophytes, Bryophytes, Pteridophytes, Gymnosperms and Angiosperms will be given due attention. This work will include lectures, recitations, supplement-

ary reading, laboratory work and field trips.

(First semester, 4 hrs.)

Botany Course II.—Course II in Botany will be advanced work, and will be so arranged as to meet the needs of students who have had Course I (or equivalent), or Preparatory Botany. In this course effort will be made to meet the needs of each individual member of the class. Stress will be placed upon Toxicology from a botanical standpoint. Botanical Ecology; Paleobotany, and the use of the field trip and laboratory in teaching the science of botany. Texts: "Bergen's Foundations," "Leavitt's Outlines," various standard references.

(Second semester, 4 hrs.)

Physiology (The Human Body.)

Course III.—This course is arranged primarily for those who desire to teach this branch in high schools. Text-book: Martin's Human Body, advanced course, supplemented by lectures, collateral readings, and by demonstrations of parts of the skeleton, models, microscopical slides, charts and dissections of animals. The principles of personal and domestic hygiene are discussed, and the chief methods of physiological investigation and experimentation are explained.

(First semester, 5 hrs.)

Zoology: Course IV.—This course covers the ground of Vertebrate Zoology, and discusses in some detail, such topics as, Histology, Animal Morphology, Zoogeography, Classification. During this course the following sciences will be examined in their relation to the animal kingdom: Geology, Paleontology, Archaeology, Anthropology, Psychology, Comparative Anatomy. Each student will be expected to keep a note book and make microscopical mountings. Text: "Kellogg, Packard."

(First semester, 4 hrs.)

Zoology Course V.—Invertebrate Zoology and Biological Biography. This will be advanced work and is calculated to meet the needs of those who have had Zoology IV (or equivalent), or Preparatory Zoology. The various groups of animals other than those of the Chordata sub-

kingdom—including the Protoza, Porifera, Collenterate, Echinodermata, Vermes Mollusca, Anthropoda—will be given due consideration in class-room, field and laboratory work.

Also brief study will be made of the lives of such distinguished biologists, as: Aristotle, the Plinys, Cuvier, Lamarck, Linnaeus, Louis and Alex. Agassiz, Darwin, Huxley, Herbert Spencer, Haeckel, Schopenhauer and Weismann.

Texts: "Kellogg," "Packard," "Comstock."

(Second semester, 5 hrs.)

Note.—Throughout the courses in Zoology the principles of Taxidermy will also be given at appropriate times.

V. Geology.

The courses in Geology are all elective. In general they are numbered in the order in which they should be taken. The class-room work will be supplemented as far as possible with field excursions and museum work, the plan being to place the student in direct contact with Geological problems, and to bring to his notice the more common physical phenomena.

Geology Course I Elements of Physical Geology.—This course will cover the ground usually covered by the science of Physiography (Physical Geography) and will include a study of Dynamical, Structural and Physiographic Geology, including physical conditions throughout geologic time, the formation of continents and the different kinds of rocks and their modes of formation.

Texts and lectures, collateral readings.

(First semester, 4 hrs.)

Geology Course II.—Geological Biology and Paleontology. This course will include the work usually offered under Historical Geology, and will also include study of the organic forms and their natural succession, relation to environment, etc. Principles of organic evolution in their relation to geology. The subject will be discussed from the geological, rather than from the biological standpoint. Lectures and research work.

(Second semester, 3 hrs.)

Geology Course III: Economic Geology.—A study of the most common minerals and rocks, soils, water supply, building stone, etc., with special reference to their occurrence in Oklahoma. Lectures, readings and field work.

(Second semester, 2 hrs.)

LABORATORIES.

Physical.—The physical laboratory is located in a large well lighted room on the first floor of the main building; and is fully equipped with tools for shop work, and apparatus for lecture demonstration and for individual experimentation. The apparatus is of the latest improved type of native and foreign manufacture and such as is used in the best laboratories in studying matter, mechanics, pneumatics, sound, heat, light, magnetism and electricity.

Chemical.—The chemical laboratory is also on the first floor of the main building, and is now provided with individual desks, sinks, lockers, and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical store-room adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high speed centrifugal, etc.

Biological.—The biological laboratory adjoins the physical and chemical laboratory and is also used for physiology. It is provided with low power magnifiers, dissecting microscopes, compound microscopes, dissecting sets, anaesthetics, improved college bench projection lantern and slides, human skeleton, Piltz life size manikin, and a complete set of 28 anatomical models.

Geological.—The geological laboratory is confessedly still in its infancy, although there is already a classified collection of over one hundred specimens, and a few relief maps. This collection is however supplemented by a collection of plates and a projection lantern.

DEPARTMENT E.—HISTORY AND POLITICAL
SCIENCE.

Professor Horne.

Under this department is comprised: (1) European History; (2) American History; (3) Church History; (4) Political Science.

It will be the aim of this department to trace the development of civilization, as exhibited in the national life of the people whose history is studied. In the work in Political Science, a study is made of the structure and operation of government and practical and comparative politics. Courses 1-17 inclusive are college courses. Courses 1 and 2 should be taken in the freshman year.

1. **History of Greece** to the Rise of the Macedonian Power. The work will be carried on by lectures, text-books, oral and written quizzes, reports, maps, etc.

Text: "Oman." (First semester, 3 hrs.)

2. **History of Rome** to the Fall of the Western Empire. Text-books, lectures, oral and written quizzes preparation of maps, special reports. The subject will be studied as far as possible by the topical method. Text: "Pelham."

(Second semester, 3 hrs.)

3. **Mediaeval History.**—This course embraces the period from the Fall of the Western Empire to the close of the fifteenth century. Special attention given to Feudalism, the Papacy and the Empire, the growth of cities and institutions.

This course is designed for those who have had history 1 and 2. (First and second semester, 4 hrs.)

4. **History of the Renaissance and the Reformation.** Text-books, lectures, collateral readings, special reports, etc. (Second semester, 4 hrs.)

5 and 6. **History of Modern Europe.**

7 and 8. **History of England.**—Studies with reference to the development of the English Constitution, but not losing sight of the enfolding life and varied institutions of the English people.

history 1 and 2. (First and second semester, 3 hrs.)

9. **Modern Europe.**—An Introductory Course for students who do not desire an extended course in the history of Modern Europe. Not offered in 1908-09.

(First semester, 3 hrs.)

11 and 12. **Advanced Courses in the History of the United States.**—Special attention given to the political phase of the subject, the development of the Constitution, and the larger questions which have engrossed the political parties receiving much study.

(First and second semesters, 3 hrs.)

13. **American Government and Party Machinery.**—An investigation of the inter-relation of State and Federal Governments, and the operation of the American party system.

(Second semester, 3 hrs.)

14. **American Colonial History to 1750.**—A study of the discovery and exploration of America, the planting of colonies, their history, institutions and political life.

(Not offered in 1908-09.)

15 and 16. **Church History.**—(See Church History under College of the Bible.)

17. **Economics.**—This course will aim to investigate the nature of Political Economy, together with the laws and principles underlying the production of wealth, the exchange and distribution of products, and the economic principle of governmental policy. Text: "Seager."

(First semester, 3 hrs.)

DEPARTMENT F.—MODERN LANGUAGES.

Prof. Woodford.

Our German courses extend through a period of five years, beginning with the second year preparatory and continuing through three years of the college course. Three years of French and three of Spanish are also offered.

In the work of this department the aim is to give the student a thorough grammatical and reading knowledge and with this prose composition and the oral method are combined. A large acquaintance with the literature, life and spirit of the Germans, French and Spaniards is sought.

(a) The plan of study includes readings from the poets and writers of the classical period including such authors as Schiller, Goethe, Lessing, Freytag, Coneille, Racine, Moliere, Hugo, Dumas, Valera, Calderon and Valdez.

(b) The sight reading of plays and short stories.

(c) Prose Composition, Conversation and Practical Phonetics.

(d) Outlines of the histories of the several literatures and lectures on the authors and works read.

(e) Higher Grammar, including Phonetic Laws, the History and Development of Forms, the history of each language, with reference to the relations of English and German and of English and French.

I. GERMAN.

1. Schiller's *Jungfrau von Orleans*. Rapid reading of Goethe's "*Herman und Dorothea*" Von Jagemann's *Elements of German Syntax* and Longman's *German Composition*. Schiller's *Maria Stuart*. (First semester, 4 hrs.)

2. Goethe's *Gedichte*; Schiller's *Ballads*; *Lied von der Glocke*. Heine's *Harzreise*. Gore's *German Science Reader*. Freytag's *Soll und Haben*. Longman's *German Composition* and Von Jagemann's *German Syntax*.

(Second semester, 4 hrs.)

3. Keller's *Bilder aus der Deutschen Litteratur*. The following topics will be treated:

(a) Old literature; "*Nibelungenlied*, *Kunst Epos*" "*Minnegesang*."

(b) Time of decay: Hans Sachs, Luther, Rieneke Vos, Till Eulenspiegel.

(c) Gottsched and Klopstock.

(d) Goethe, Schiller, Lessing, Chamisso, Arndt, Koerner, Ruckert, Uhland.

(e) Heine, Feuchtersleben, Geibel, Schefer, Frelligrath.

(f) Gustav Freytag.

(g) Hauptmann and Sudermann.

The student will make constant references to such

works as: Hedge's Hours with German Classics, Franke's History of German Literature, Heller's Studies of Modern German Literature, and others. Reading of Goethe's Iphigenie auf Tauris;" Schiller's "Wallenstein;" Fossler's Practical German Conversation.

(First semester, 3 hrs.)

4. Continuation of the History of German Literature of Course 3. Goethe's Goetz von Berlichingen. Lessing's Nathan der Weise. Rapid reading of Lessing's Emilli Galotti. Goethe's Faust, parts I and II. Theme writing in connection with the texts read, every two weeks. History of the German Language. (Second semester, 3hrs.)

5. **Modern German Dramatists.**—A systematic study of the evolution of the modern German drama in its literary and social aspects.

Topics Treated.—A number of representative dramas will be read in this course; an outline of the general literary movements will be given so as to enable the student to gain some idea of the place occupied in 19th century literature by the works he is reading. The reading will be chosen from the following poets and their principal works: Kleist; Kaetchen von Heilbronn and Prinz Friedrich von Homburg; Grillparzer; Sappho, Koenig Ottokars Glueck und Erde, Des Meeres und der Liebe Wellen, and Der Traum ein Leben; Hebbel; Maria Magdalene, Herodes und Marianne and Nibellungen; Wildenbruch; Nuernberg; Sudermann; Heimat und Johannes; Hauptmann; Einsame Menschen and Die versunkene Glocke.

(First semester, 3 hrs.)

6. **Modern German Novelists.**

Topics Treated.—The reading will be selected from the following authors: Freytag; Die verlorene Handschrift; Scheffel; Ekkhardt; Dahn; Ein Kampf um Rom; Keller; Romeo und Julie auf dem Dorfe; Moerike; Mozart auf Frau der Reise nach Prag; C. F. Meier: Der Heilige; Sudermann; Frau Sorge and Der Katzensteg.

(Second semester, 3 hrs.)

II. FRENCH.

1. **Elementary.**—Chardenal's Complete French

Course. Sight reading of Guerber's *Contes et Legendes*. Part I Syntax and Composition. Fontaine's *Livre de Lecture et de Conversation*. (First semester, 5 hrs.)

Le Francais Idiomatique by Victor Bernard.

2. Chardenal's Complete French Course continued. Guerber's *Contes et Legendes* Part II. Fontaine's *Livre de Lecture et de Conversation*. (Second semester, 5 hrs.)

3. Edgren's French Grammar Part II and Croquet's French Verbs.

Longman's French Composition.

Bacon's *Une Semaine a Paris*.

Daudet's *Trois Contes Choisis*, *La Belle Nivernaise*, *Tartarin de Tarascon*.

Sand's *La Petite Fadette*.

Dumas *La Tulipe Noir*, *Monte Cristo*.

Rostand's *Cyrano de Bergerac*.

Balzac; *Cinq Scenes de la Comedie Humaine*.

Sand's *La Mare au Diable*.

(First semester, 4 hrs)

4. Syntax, conversation and Longman's French Composition. Reading about *Le Roi des Montagnes*. Victor Hugo; *La Chute*; *Hernani*, *Ruy Blas*, *La Brete Mon Oncle et Mon Cure*. Bowen's French Lyrics. Davis' Scientific French. *Les Fautes De Language* by Victor Bernard.

(Second semester, 4 hrs.)

5. History of French Literature with Duval's *Histoire de la Litterature Francaise* as a text. Victor Hugo's *Les Travailles de la Mer*, *Ouatre Vingt Treize*, *Notre Dame de Paris*. Moliere; *Le Tartuffe*, *Le Avare* *Le Medicin-malgre Lui*, *Le Bourgeois Gentilhomme*. Short selections for French Composition by Bercy. (First semester, 3 hrs.)

6. History of French Literature continued. Racine's *Athalie* *Corneille*; *Le Cid*. Voltaire; *Le Siecle de Louis XIV*. Renan; *Souvenir de Jeunesse*. Short Selections for French Composition by Bercy.

(Second semester, 3 hrs.)

III SPANISH

The first year's work aims to give the student the essentials of Spanish grammar as a preparation for reading,

writing and speaking the language. The reading of modern Spanish texts will be taken up from the beginning. Throughout the year students will be drilled in the oral use of simple Spanish, and in the second term some time will be devoted to easy Spanish composition. Translation into English will be used only as an aid to careful reading and thorough understanding of Spanish.

1. Traub's Spanish Verb. Worman's First Spanish Book. Introduction a Lengua Castellana by Marion and Des Garennes. (First semester, 5 hrs.)

2. Traub's Spanish Verb. Worman's Second Spanish Book. The Lengua Castellana completed. Lecciones de Lenguaje Espanol Ingles. (Second semester, 5 hrs.)

3. Ramsey's Spanish Syntax. Ford's Spanish Composition. El Papero Verde. Galdos' Marianela or El Comendador Mendoza. (First semester, 4 hrs.)

4. Larra's Partir a tiempo. El Captian Veneno, Moratin's El Sicle las Ninas. Carrion's Zaragueta. Ramsey's Spanish Syntax and Prose Composition. (Second semester, 4 hrs.)

5. Valde's Jose, Nunez El Haz de Lena. Galdos' Dona Perfecta Pepita Jiminez Gutierrez El Trovador. Ramsey and Lewis' Spanish Composition. (First semester, 3 hrs.)

6. Don Quixote, Vaga's La Estrella de Sevilla, Calderon's La Vide es Sueno. Herreros' Quien es Ella. Spanish Composition. Butler Clarke's History of Spanish Literature. (Second semester, 3 hrs.)

DEPARTMENT G.—APOLOGETICS.

President Zollars.

We believe that Biblical Sciences, Languages, and Literature, form fully as great a contribution to intellectual culture and development as the subjects in other fields. We further believe that no student is educated in the true sense without some knowledge of the Bible. For these reasons certain electives are allowed to students of the College of Liberal Arts from the College of the Bible, for which they receive full credit toward the degree A. B.

This privilege is now granted in a number of the leading universities of the country, including certain State Universities. It is therefore eminently proper that universities standing primarily for Christian principles should offer the same privilege.

For full statements concerning the courses in Apologetics, the student is referred to the College of the Bible Department N.

DEPARTMENT H.—PSYCHOLOGY, EDUCATION, LOGIC

Prof. Lyon and Pres. Zollars.

1. **Psychology.**—There is no subject of greater importance to the teacher or preacher than Psychology. We aim to give this important work the prominence that is due it. The far reaching significance is impressed upon the mind of the student, and its practical bearing in the learned callings is pointed out. James, **Psychology**, or a work of equal strength is used, followed by a brief popular treatise which serves to present the subject in as plain and interesting a manner as possible, setting forth the leading truths and principles in such a way as to enliven their abstract nature and invest them with the charm that comes from helpful illustration. Students are asked to verify Psychological phenomena either in their laboratory or in the experience of the race.

2 **Ethics.**—The object of this study is to furnish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is Theistic and consequently the study sustains a very close relation to that of Theology. We hold that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and consequently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the constitution of the human

soul. Text books, "Bowne and McKenzie."

(Second semester, 3 hrs.)

3. **Logic.**—Human duty may be strictly summed up in three words, **thinking, feeling, and acting.** Right acting begins with right thinking, and since Logic is simply the science of the laws of thought it is necessarily a fundamental study. It has been said that the only way to learn to think is by thinking, and yet the thinking process can be carried forward with greater facility, and to the attainment of better results, if the laws that regulate and govern thought are understood. Intelligent systematic thinking is better than random thinking. It is the aim of this study to teach the laws and principles that govern systematic and orderly modes of thought. The principles of Logic are presented not only theoretically, but are illustrated and enforced by numerous examples for practice. Both deductive and inductive systems are studied. Text books; Minto, Gregory, Coppee. (Second semester, 4 hrs.)

The studies of Department H. are given on alternate years as follows:

1908-1909, First semester, Ethics, second semester, Logic.

4. **Sociology.**—Text book: Small and Vincent.

(First semester, 4 hrs.)

5. **Pedagogy.**—Text book: Keith's Elementary Edition.

(Second semester, 4 hrs.)

DEPARTMENT I.—NEW TESTAMENT GREEK AND LITERATURE.

Professor Marshall.

Students in the College of Liberal Arts are permitted to elect work in the New Testament. This consists of three years of New Testament Greek, and three years of New Testament Literature in English.

For statements in detail, reference may be made to the College of the Bible, Departments R. and T.

**DEPARTMENT J.—SEMITIC LANGUAGES AND
LITERATURE**

Prof. Sears.

Instruction in Hebrew, Syriac, and other semitic languages is offered to students of the College of Liberal Arts; also several courses in Old Testament History and Literature. For a full description of this work, see Departments Q. and S. College of the Bible.

DEPARTMENT K.—EDUCATION AND SOCIOLOGY.

1. **Sociology.**—Text: Small and Vincent.
2. **Elements of Pedagogy.**—Text: Keith.

DEPARTMENT L.—COMMERCE.

W. T. Larimore.

A few subjects of a practical character, of collegiate grade, will be offered to candidates for the A. B. degree.

The College
of
The Bible

COLLEGE OF THE BIBLE

FACULTY

ELY V. ZOLLARS, A. M., LL. D., Dean
Professor of Apologetics and Christian Doctrine

FRANK H. MARSHALL, A. M., Ph. D.
Professor of Biblical Greek and New Testament
Literature.

ROLLA G. SEARS, A. M., B. D.
Professor of Semitic Languages and Old Testament
Literature.

SAMUEL H. HORNE, A. B.
Professor Church History

S. A. MARONEY, B. S., B. O.,
Professor Public Speaking.

OLIVER L. LYON, A. M., Ph. D.,
Special Instructor in Public Speaking.

The aims of this college are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. In all the

colleges of the University young people have the advantage of supplementary Bible courses. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in Biblical and cognate languages, Biblical Literature, Biblical and contemporary History, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the college, and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the college on subsequent pages.

REQUIREMENTS FOR ADMISSION TO STUDIES LEADING TO DEGREE, A. B.,

1. A total of 150 Preparatory credits of 45 min each.
(See admission to College of Arts).

2. The above 150 credits must include:

- (a) English, 30.
- (b) Science, 15.
- (c) Mathematics, 30.
- (d) History, 20.

(e) Latin, 20, other foreign language, 20. This requirement will be waived, on condition that the student complete at least five years of Biblical Languages in the College.

This is equivalent to graduation from a first class High School, or Preparatory School of some College or University in good standing.

Work Required for the Degree A. B.,

The degree A. B., in this college represents the same amount of work as that required in the college of Arts. The purpose of the work is to give the student training

equal in every way to that given by classical and scientific studies. The time for completing this curriculum is four years. It is of equal length and merit with that of the College of Arts, hence the same degree is given.

Biblical students comprise the major part of the course. As a supplement, liberal electives may be chosen from the College of Arts. This gives the student not only the technical preparation necessary for his work in the ministry, but furnishes him with a foundation for the broader culture and scholarship so helpful to the ministry of the present age.

1. Required of all students:

- (a) Adv. Rhetoric and Composition, one year.
- (b) Psychology and Logic, one semester each.
- (c) Christian Evidences and Ethics, one sem. each.
- (d) Foreign Languages, three years. Five years unless four years have been taken in the Preparatory or High School

II. Free Electives from either the College of the Bible or College of Arts, sufficient to make a total of at least 128 credits. The thesis will count as three credits.

III. Thesis, under conditions similar to those of the College of Arts.

Work Required for the Degree A. M.

Graduates from this or other institutions of equal rank can easily obtain desirable work for one year in the College of the Bible, leading to the degree, Master of Arts. The conditions will be similar to those for the same degree in the College of Arts, to which those interested are referred.

Work Required for the Degree B. D.

With the full teaching force employed, the College of the Bible is able to offer a strong curriculum of three years to graduate students who will receive, on its completion, the degree B. D.

1. Entrance requirements.

(a) The degree A. B. from any reputable college or university.

(b) A minimum of two years classical Greek, or

one year elementary New Testament Greek.

2. Required of all students.

- (a) Hebrew and other Semitic languages, 24 credits
- (b) Biblical and Patristic Greek, advanced 16 credits.
- (c) Church History, 8 credits.
- (d) Biblical Theology, including First Principles

12 credits.

3. Free electives from the College of the Bible, sufficient to make a total of at least 100 credits.

4. Thesis. The thesis for this degree will call for much more research than that required for the degree A. B. It should be scholarly in its character, and show deep study in some chosen field. Details will be arranged by the committee on Graduate work.

NOTE—While this work will require three full years at least, students will be permitted to elect not more than 32 credits in Biblical studies in undergraduate work.

DEPARTMENT N: EVIDENCES AND CRITICISM, CHRISTIAN BIOGRAPHY, AND SPECIAL

BIBLE THEMES.

President Zollars.

1. Evidences and Criticism.

1. Christian Evidence. Christian teachers and preachers have always regarded the evidence for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian College should certainly be rooted and

grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's **Divine Demonstration** and Bruce's **Apologetics**, are used, together with other books of reference. (First semester, 3 hrs.)

2. **Divinity of Christ.** The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled "**The King of Kings**" by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented. (First semester, 1 hr.)

3. **The Higher Criticism.** The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text-books: **The Higher Criticism**.—Green; **The Authorship of Deuteronomy**.—McGarvey.

(First semester, 4 hrs.)

4. **Credibility and Inspiration.** It is the aim of this study to set forth the grounds on which the credibility of the Scriptures rests and to establish the claim for inspiration put forth by the Scriptures themselves and held by all evangelical Christians. Text-book: **Credibility and Inspiration**.—McGarvey.

(Second semester, 2 hrs.)

II. BIOGRAPHY.

1. **The Life of Christ.** We believe that there is not any study for the ministerial student that is more profitable than the study of the life of Christ. It is our pur-

pose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.** A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is afforded that is instructive and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. Stalker's **Life of Paul** will be used together with other books of reference.
(Second semester, 2 hrs.)

3. **The Lives of Thomas and Alexander Campbell.** The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This knowledge can best be secured by a study of the lives of those who led in this great work.

(Second semester, 2 hrs.)

4. **Bible Characters.** Matheson's **Representative Men of the Bible** will be used as a text-book. The purpose of this study is to study the characteristics of the great bible characters and to group around them the Bible History, thus making it life-like and real.

(First semester, 2 hrs.)

III. SPECIAL BIBLE THEMES.

1. **Bible Geography.** It is impossible to divorce the land from the book, therefore Bible Geography is studied as the necessary background of Bible History. Text-book: **Bible Geography**—Zollars.

(First semester, 1 hr.)

2. **First Principles.** The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are traced, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of

Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the Plea of the Disciples of Christ, and the Christian Creed. Text-books: **The Great Salvation.**—Zollars; **The Church of Christ**—By a Layman.
(First semester, 2 hrs.)

3. **Hebrew Prophecy.** The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the poetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book: **Hebrew Prophecy.**—Zollars

(Second semester, 1 hr)

4. **Biblical Introduction.** This work consists of a general study of the books of the Old and New Testaments, the aim being to discover the leading purposes of each book. The question of authorship and date will also be taken up and briefly considered. The broad, general divisions of both testaments are pointed out. The aim in short, is to give an intelligent general view of the Bible as a whole as well as of separate books. Text-book: **The Word of Truth**—Zollars.

(First semester, 2 hrs.)

5. **Natural Theology.** It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures. Text-books: Valentine and Fisher.

(Second semester, 2 hrs.)

6. **Heathen Religions.** It is the purpose of this study to present these religions, especially in their external features, in contrast with Christianity. The text-book used will be supplemented by Zollar's Lectures.

(First semester, 2 hrs.)

7. **New Testament Theology.** The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of

the Christian system as a whole. Text-book: **Christian System** by Alexander Campbell.

(Second semester, 3 hrs.)

8. **Bible Lectures.** Special courses of Bible lectures will be given. A course on "Beginnings as revealed in Genesis," will be offered on alternate years and miscellaneous Bible themes will be treated from time to time. The work in "Pastoral Theology" will be supplemented by the lectures on "The minister and his work" and "Church officers and organization." A discussion of the Sabbath question will also be given in lecture form.

(First and second semester, 1 hr.)

DEPARTMENT T: HOMILETICS, HERMENEUTICS AND PASTORAL THEOLOGY.

President Zollars.

1. **Homiletics.** This work is both theoretical and practical. A text-book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent Phelps and others as reference books.

(First and second semesters, 2 hrs.)

2. **Hermeneutics.** This work embraces a study of the laws that should govern in ascertaining the meaning of the Scriptures and the application of those laws to particular texts and portions of Scripture as a practical exercise. The work consists, not so much of an exegesis of small sections and verses, as of an unfolding of the purpose and meaning of books and larger paragraphs. It is of special value in drilling the student in exegetical and expository preaching. Several text-books are read but the work is largely practical.

(First and second semesters, 2 hrs.)

3. **Pastoral Theology.** It is the aim of this study to acquaint the student with the duties devolving on a preacher located for a considerable period with a single

church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark "an art rather than a science." It aims to instruct the student in many of the practical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the word. Text: Hoppin's Pastoral Theology and Gladden's Parish Problems.

(Second semester, 2 hrs.)

4. **Sermon Outlines.** Sermons, chiefly of an expository nature, are first delivered to the class and afterward the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to the principal divisions. The aim is not only to impart Hermeneutical knowledge but also secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. Zollar's Sermon Notes.

(First and second semester, 2 hrs.)

SUMMARY BY YEARS.

1908-1909.

First Semester	hrs.	Second Semester	Hrs.
Christian Evidences	2	Lives of Christ and Paul ..	2
Credibility and Inspiration.	2	Sermon Outlines	2
Hermeneutics	2	Pastoral Theology	2
Homiletics	2	Homiletics	2
Bible Characters	2	Hermeneutics	2
Sermon Outlines	2	Lives of the Pioneers	2

1909-1910.

First Semester		Second Semester.	
Bible Geography	2	Hebrew Prophecy	2
First Principles	2	Christian System	2
Word of Truth	2	Higher Criticism	2
Divinity of Christ	2	Natural Theology	2
Heathen Religions	2	Logic	2
Sermon Outlines	2	Sermon Outlines	2

OKLAHOMA CHRISTIAN UNIVERSITY 65
DEPARTMENT O; SEMITIC LANGUAGES.

Professor Sears.

Without a knowledge of Hebrew it is hardly possible to understand the best commentaries on the Old Testament. The minister who assumes to preach the Word of God should know the languages in which it is written. Every student is therefore urged to make a study of Hebrew for at least two years.

1. **The Hebrew Grammar.** The essentials of grammar are mastered by the inductive method, based upon the text of the first eight chapters of Genesis. A part of the Hebrew text is committed to memory, and constant drill is given in composition. Text-books: William H. Harper's **Method and Manual**, and **Elements**.

(First semester, 4 hrs.)

2. **Grammar and Reading.** The work of the first semester is continued and completed. A vocabulary of 540 words is acquired. A part of Genesis is read. Text-books: Baer and Delitzsch's **Hebrew Bible**, and Davies' **Lexicon**, revised by Mitchell.

3. **Hebrew Bible and Syntax.** Rapid reading of the last part of **Genesis** and a careful study of Hebrew syntax as found in Harper's **Elements of Hebrew Syntax**.

(First semester, 4 hrs.)

4. **Historical Hebrew and Aramaic.** Rapid reading of **Samuel** and **Kings**. Study of Aramaic as found in Brown's **Aramaic method**. (Second semester, 4 hrs.)

5. **Exegesis of Amos, etc.** Not given in '07-'08. Alternates with 3. A minute and careful exegesis of the prophecy of **Amos**, in connection with his life and times, will be made. It is very desirable that the student should be able to read Hebrew. All the English commentaries will be used in connection with this course. The **Septuagint** will also be used, when necessary, to throw light on the Hebrew text.

(First semester, 4 hrs.)

6. **Exegesis of Isaiah.** Not given in '07-'08. Alternates with 4. No book of the Old Testament is

used more than **Isaiah**, so in view of this a very critical study will be made. Paul Haupt's **Polychrome Bible** will be constantly used in reference to the text. All the best versions, translations and commentaries will be used. Principal Geo. C. M. Douglas' "**Isaiah One and His Book One**" will be the guide in this work. Hebrew is a prerequisite.

(Second semester, 4 hrs.)

DEPARTMENT P: BIBLICAL AND PATRISTIC GREEK.

Professor Marshall.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the church fathers, also, are studied to a limited extent.

The following courses are taught:

1. **New Testament Greek Grammar.** In this introductory course the elements of grammar are learned by the **inductive method**, based upon the text of the **Gospel of John**. Several chapters are committed to memory, and the student has daily practice in writing the lan-

guage. Text-book: Harper and Weidner's **New Testament Greek Method**. (First semester, 3 hrs., 1908)

2. **Grammar and Reading**. First semester's work continued. Composition and study of paradigms go hand in hand with translation. The class reads the **Gospel and Epistles of John** (Second semester, 3 hrs. 1909.)

3. **The Writings of Luke**. Translation of the third **Gospel** and **Acts of Apostles**. Special attention paid both to etymology and syntax.

(First semester, 3 hrs., 1908.)

4. **The Pauline Epistles**. Careful study of **Romans** and rapid reading of others. Grammar, **Burton's Moods and Tenses**. (Second semester, 3hrs. 1909.)

5. **Matthew and Mark**. Special study of important Greek words, together with their bearings on the interpretation of the Scriptures. Sight readings of the **Apocalypse**, with discussion by the instructor of its linguistic peculiarities. Reference work in Grammar, **Winer** or **Buttman**. (First semester, 3 hrs., 1908)

6. **General Epistles and Collateral Reading**.

(a) Careful reading of selected epistles and rapid reading of others. (b) Rapid reading of selections from the **Septuagint**, intended to illustrate the Aramaic element in Biblical Greek. The three early landmarks, **Teaching of the Twelve Apostles**, **Shepherd of Hermas**, and **Epistle of Clement**, will be read and their bearings noted on pivotal words in the New Testament.

(Second semester, 3 hrs. 1909.)

Note.—During the study of courses 3-6 constant comparison will be made of the N. T. quotations with the Septuagint, and, when the student is prepared, with the Hebrew Scriptures.

7. **The Septuagint**. Careful reading of selections from the **Psalter**, **Isaiah** and **Wisdom of the Son of Sirach**. Rapid translation and sight readings in **Kings**, **I Maccabees**, and other literature of the Maccabean period. Studies in the origin and history of the Greek Old Testament and its influence in preparing the world for Christ (Second semester, 4 hrs., 1909-10.)

8. **Later Jewish and Patristic Greek Literature.**

(a) **Philo.** Studies in the Neoplatonism of Alexandria, and its influence on the early Christian writers. (The student is advised to read at least one classic of Plato, that he may compare the Hellenistic Greek with the Attic standards.) (b) **The Church Fathers.** Reading of selections from such authors as Chrysostom, Cyril, Eusebius, Origen and Basil, dealing with the worship and doctrines of the early Church, with general survey of the history of Christian Literature until Latin became the official language of the Church.

(Second semester, 4 hrs., 1909-10.)

Note.—Courses 7 and 8 will be offered as soon as demanded by the growth of the Department.

Text and Reference Books preferred: Westcott and Hort, Greek New Testament; Thayer, New Testament Greek Lexicon; Liddell and Scott, Abridged Greek Lexicon; Van Ess, Septuagint (Am. Bible Society's edition); Selections, Greek Apostolic Fathers; Buttman, N. T. Greek Grammar; Winer, N. T. Greek Grammar; Burton, Moods and Tenses; Vincent, N. T. Word Studies.

DEPARTMENT Q:**OLD TESTAMENT LITERATURE.**

Professor Sears.

1. **Old Testament History.** This course comprises the study of Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges and Ruth. The history of the Bible peoples from Adam to the founding of the Hebrew monarchy will be carefully sought out. The law of Moses will receive due consideration, while the Tabernacle and its furniture will be made and set up in miniature form. (First semester, 4 hrs.)

2. **Old Testament History.** In this course the books of I and II Samuel and II Kings and II Chronicles, Ezra, Nehemiah, Esther, will be studied. Extra Biblical courses will be used to continue the history of Jesus to the close of the Grecian Period. The dates of

the composition of the prophetic books will be sought out in connection with the history of Israel, while the poetical books will receive proper consideration in their places. (Second semester, 4 hrs.)

3. **The Major Prophets.** (In English.) A careful study of **Isaiah** in general and **Jeremiah, Ezekiel** and **Daniel**, in particular, will be made. All points of geography and history will be considered.

(First semester, 4 hrs.)

4. **The Minor Prophets.** (In English.) **Amos** in general and the other eleven minor prophets in particular will be studied.

(Second semester, 4 hrs.)

5. **Text and Canon of the Bible.** Such subjects as canonicity, text, manuscripts, translations, versions and languages of the Bible will be studied. The works of William Henry Green and Ira M. Price will be the basis of the work.

(First semester, 4 hrs.)

6. **Semitic History Contemporary with the Old Testament.** The evidences from the monuments of Egypt, Babylonia and Assyria will be studied. At the same time a study of every nation, with which the Old Testament history comes into contact, will be made. Ira M. Price's "The Monuments and the Old Testament" will be the guide.

(Second semester, 4 hrs.)

7. **Old Testament Theology.** Text-book: Oehler's Old Testament Theology.

(First and second semesters, 4 hrs.)

DEPARTMENT R: NEW TESTAMENT LITERATURE AND HISTORY.

Prof. Marshall.

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of refer-

ence. The best standard authorities will be placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text book, American Standard Revised Version of the Bible.

1. **The Gospels: Matthew and Mark.** Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the Mount**. Every chapter and verse must be studied in the light of the best commentaries and reference books. (First semester, 4 hrs.)

2. **The Gospels: Luke and John.** Papers on selected themes, historical and expository, are presented by the student. The Gospels reviewed and harmonized.

(Second semester, 4 hrs.)

3. **The Epistles of Paul.** These are studied chronologically. Daily practice is had in exegesis. Required reading of some standard **Life of Paul** in order to understand the historical setting of these letters. Their relation also to the Book of Acts is studied.

(First semester, 4 hrs., 1909.)

4. **The General Epistles and the Book of Revelation.** Each book is analyzed, and studied along lines similar to the work in courses 1-4.

(Second semester, 4 hrs. 1909.)

5. **The History of the New Testament Times.** (a) Political events in Palestine during the Maccabean and Roman periods, ending with the destruction of Jerusalem, A. D., 70. (b) Social conditions of the people (c) Origin and growth of Jewish sects. (d) Traditions and philosophy of various Rabbinical Schools as found in the **Talmud** and their bearings on the teachings of the New Testament. Text books, **Maccabees**, Riggs, and Matthews; **History of the New Testament Times**, supplemented by studies in Josephus, Schurer, Edersheim, and others. (First semester, 4 hrs. 1909.)

6. **The History of the New Testament Text and Versions.** (a) The manuscripts. Study of the uncial

and cursive writings, and the formation of the canon. Text book, Gregory, **The Text and Canon of the New Testament.** (b) The various ancient versions and modern English translations, **Prerequisite,** Courses 1-4 New Testament Greek. (Second semester, 4 hrs. 1910.)

DEPARTMENT S: CHURCH HISTORY AND MISSIONS

I. Church History.

Professor Horne.

1. **General Church History.** The founding of the Christian church, the early heresies; the rise and development of the Papacy. Text, Fisher's **History of the Christian Church.** (First semester, 4 hrs. 1909.)

2. **General Church History.** The rise and spread of Protestantism. Text, Fisher, completed.

(Second semester, 4 hrs. 1910.)

3. **The History of Christian Doctrine.** This course is intended for those who desire more extended work in Christian doctrine than that offered in courses 1 and 2. Text, Fisher, **A History of Christian Doctrine.**

(First semester, 2 hrs, 1909.)

4. **The Reformation of the Nineteenth Century.** The movement inaugurated by the Campbells for a restoration of New Testament Christianity; the co-laborers of the Campbells; missionary organizations and educational institutions. Text, Garrison, **The Reformation of the Nineteenth Century,** supplemented by Richardson, **Life of Alexander Campbell.**

(Second semester, 2 hrs. 1909.)

II. Christian Missions.

Professor Marshall.

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquest of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered:

1. **General Survey of History of Missions.** A series of lectures on first efforts to Christianize Europe. Supplemental text book for class, **Concise History of Missions.** (First semester, 1 hr. 1908.)

2. **India and Africa.** Text, Thoburn, **Christian Conquest of India**, and Naylor's **Africa.** Supplemental reading of biographies of Carey, Judson, Moffat, and Livingstone. (Second semester, 1 hr. 1909.)

3. **China and Polynesia.** Text, Beach, **Dawn on the Hills of T'ang**, with study of the Philippines and Hawaii, and biographical study of John G. Paton and John Williams. (First semester, 1 hr. 1909.)

4. **Japan.** Lectures. The instructor, having spent two years as a missionary in Japan, will give the results of his observations. Supplemental readings, Griffis, **The Mikado's Empire**, and **Religions of Japan**, Batchelor's **Ainu of Japan** and other works.

(Second semester, 1 hr. 1909.)

DEPARTMENT U: STUDIES IN COLLEGE OF ARTS.

All the departments of the College of Liberal Arts are open to the students of the Bible College and in arranging their curricula they are free to choose any of the courses as electives.

Required Work.

1. **English.** For required work see Dep't. A.

2. **Psychology and Logic.** For required work see Dep't H.

Electives.

3. **Sociology.** Among the many subjects helpful in broadening thought for young ministers may be mentioned **Geology**, which throws much light on how God created the earth; **Biology**, which may be studied in the light of Genesis, dealing with the creation of man, and his connection, if any, with the lower animals; **Sociology**, which deals with many modern problems which demand the attention of the pulpit; **Ancient History**, which deals with nations and religions contemporary with Bible History; All these, and other important electives will be found in the College of Arts.

DEPARTMENT V: PUBLIC SPEAKING.

Professor Maroney.

Next in importance to the **message** of the preacher is the **manner** in which it is delivered. For full information, see School of Oratory.

**FORMULATED CURRICULA LEADING TO THE
DEGREE, A. B.,**

For the convenience of the younger students, the following Groups of Studies are selected to assist them in arranging their work. They need not be considered as compulsory, since the elective system prevails. Several other groups, with equal merit, could easily be arranged.

Group I.

This is composed of Biblical studies, with the exception of a minimum of work in the College of Arts which is required of all candidates for the degree, Bachelor of Arts. It is not probable that any one student will elect all of the Bible studies here given.

Freshman.	Hrs.	Sophomore.	Hrs.
Adv. Rhetoric and com-		N. T. Greek (advanced) ..	4
position	4	O. T. History	4
N. T. Greek (Elementary) ..	4	Acts and Epistles	4
Gospels	4	Biblical Introduction and	
History of Missions	1	Nat. Theol.	2
First Principles and		Church History	4
Hebrew Prophecy	2		18
Lectures	2		—
Text and Canon and			
Semitic History	4		
	—		
	21		

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Junior.	Hrs.	Senior.	Hrs.
Hebrew Advanced	4	Psychology and Logic	3
Biblical Greek	4	Christian Evidences and	
O. T. Theol. or Prophets...	4	Criticism of Prophets ...	3
Church History	4	Hebrew	4
Lectures	2	N. T. Epistles or O. T.	
		Theology	4
		Lectures	1
		Text, Criticism and Cred-	
		ibility,	2
	18		17

Group II.

This Group differs from Group I in that it has a much larger selection of studies from the College of Arts, with corresponding less amount of Biblical studies.

Freshman.	Hrs.	Sophomore.	Hrs.
Advanced Rhetoric and		Hebrew (El.)	4
Composition	4	English Literature	4
N. T. Greek (el.) or other		N. T. Greek (or other	
language	4	Foreign Language)	4
First Principles	2	Chemistry, (or O. T. His-	
History of Greece and		tory	4
Rome	3	European History (or Text	
Biology (or Gospels)	4	and Canon and Semitic	
		History	4
	17		20

Junior.	Hrs.	Senior.	Hrs.
Hebrew, Advanced or other		Hebrew (or other language.	4
language	4	N. T. Epistles (or Eng. Lit.)	4
N. T. Greek or other		Christian Evidences and	
language	4	Criticism	3
Prophets (or Political		Psychology and Logic	3
Science and Socio-		Geology, or Textual Crit-	
logy)	4	icism, Credibility	2
Church History	4	Lectures	1
Lectures	2		
	18		17

Note.—Students who have had two years of required Foreign Language in the Preparatory School need take but three years of Biblical Languages in the College of Arts.

FORMULATED CURRICULUM LEADING TO THE DEGREE, B. D.

First Year.

Required:	Hrs. Throughout the year.
Hebrew, (Elementary)	4
N. T. (advanced)	4
First Principles	4
	12
Required	12 ..
Elective:	
O. T. History	4
Gospels	4
Christian Evidences and Ethics	3
Lectures	2
History of Missions	1

Note: Choose 4 to 6

Second Year.

Required:	
Hebrew, (advanced)	4
Biblical and Patristic Greek	4
Church History	4
Biblical Theology	4
.....Required	16
Elective:	
Acts and N. T. History	4
Hermeneutics and Homiletics	3
History of Missions	1
History of Christian Doctrine	3
Lectures	2

Note: Choose 4.

Third Year.

Required:

Hebrew4

Electives:

Hrs.

N. T. Epistles4

.. Prophets4

Higher Criticism and Credibility vs.3

Semitic History4

Natural Theol. and Textual Criticism3

Lectures2

Note: Choose 12 to 15.

SCHOOL FOR CHURCH WORKERS.

In connection with the College of the Bible, facilities are provided for the training of Church Workers, Pastoral Helpers, Singing Evangelists, and Bible Teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing, and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS

First Semester.	Hrs.	Second Semester.	Hrs.
English Bible, Old Testament,	4	English Bible, Old Testament	4
English Bible, New Testament	4	English Bible, New Testament	4
Plea of the Disciples of Christ (First Principles)	2	History of the Disciples of Christ	2
Christian Evidences	3	Pastoral work	3
Sacred Music and Choral Singing	2	Sacred Music and Choral Singing	2
Solo Singing	2	Solo Singing	2
Typewriting and Stenography	4	Typewriting and Stenography	4
Special Lectures on Church Finance, S. S.	1	Special Lectures continued	1
		History of Missions	1

and Y. P. S. C. E. Or-	
ganizations, The Pray-	
er Meeting, etc.	1
History of Missions	1

Each student is expected to take 16-18 hrs. per week, and may choose any of the above studies.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the necessary education. Enid, is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Two men are engaged in locating prospective students with these churches. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Free Tuition.

The Board has decided to make tuition to ministerial students merely nominal. A fee of \$5 per semester will be charged in addition to the Library and incidental fees.

The
Preparatory School

THE PREPARATORY SCHOOL

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

ISOM ROBERTS, A. M.,
Instructor in Civics.

LORA GARRISON,
Instructor in English and Natural Science

SAMUEL H. HORNE,* A. B.,
Instructor in History.

MAUDE WAITE MARSHALL, A. B.,
Instructor in Lower Preparatory Studies

B. W. WOODFORD, A. M.,
Instructor in German.

S. A. MARONEY, B. S., B. O.,
Instructor in Latin.

ALFRED F. REITER, * A. B.,
Instructor in Mathematics.

HENRIETTA J. SIEGEL,
Instructor in Drawing.

W. T. LARIMORE,
DEAN OF BUSINESS COLLEGE.

*

Instructor in Commercial Branches

*To be filled.

*Professor in the College of Liberal Arts.

Scope of the School.

The Higher Preparatory School covers the work done in the first class High Schools, whose curricula embrace four years of instruction. As many students of the Preparatory School, however, are of mature age, with whom time is an object, the studies have been grouped so that a bright, industrious student can do the four year's work in three years. Thoroughness will not be sacrificed for speed, and those who cannot do the prescribed amount of work in three years will be given more time.

Diplomas.

Those who complete successfully the work of the Preparatory School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of first class High Schools. The holder will be admitted to the freshman year of this College of Liberal Arts without examination.

Entrance Requirements.

Students coming from other schools must present evidence that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Preparatory year will cover the work of the Special Entrance Department, to which the student is referred.

Work Required for Graduation.

1. **Mathematics.** Academic Arithmetic, one semester. Algebra, three semesters. Geometry, two semesters.

II. **English.** Academic Grammar, two semesters, Rhetoric, two semesters. Literature, two semesters.

III. **Foreign Languages .** Two years of Latin, Greek, German, French or Spanish.

Note 1.—French and Spanish may be offered if desired.

Note 2.—Bible students who elect 10 semesters of foreign language in the college may omit this requirement.

IV. **Natural Sciences.** **Physics**, two semesters; elective in science, one semester.

V. **Free Electives.** 30 credits, or sufficient to make a total of 150 credits.

Note 1.—A maximum of 16 credits may be elected from the Colleges of Music, Fine Art, and Oratory. One lesson per week for a semester, will count as one credit in Preparatory School.

Two college credits are allowed for expression work in class reciting four times a week with a half hour of daily practice, two and one half credits with one hour of daily practice, and three credits for one and one half hour's practice.

Note 2.—A maximum of 20 credits may be elected from the College of Business, 25 credits are allowed in special Departments. Extra Tuition is charged for work in the special Departments.

Note 3.—Third Preparatory Latin, German and Solid Geometry will be counted as college subjects, receiving only 4 credits per semester, in case the student does not need them for graduation in the Preparatory School.

Definition of Preparatory Credit.

One credit means one recitation of 45 min. each week for one semester. A student with 25 recitations per week would gain 25 credits a semester, or 50 during the year's work.

Curriculum.

The following curriculum has been prepared with the view of giving the student the best possible fundamental training for a college course. Wherein it differs from courses offered by first class High Schools, fair equivalents will be accepted as substitutes. 25 recitations per week is the limit for each student.

First Preparatory.

First Semester.	Second Semester.
No. recitations	Physiography5
per week.	*Algebra5
*Algebra (beginning)5	*Adv. Grammar and Com-
*Adv. Grammar and Com-	position5
position5	Latin, or Botany,5
Latin (beginning) or	(Music)
Zoology5	(Art.)
Civics5	(Oratory.)
(Music)	(Commercial Branches.)
(Art)	*Required of all students.
(Oratory)	
(Commercial Branches)	

Second Preparatory.

First Semester.	Second Semester.
*Plane Geometry(beg.).....5	*Geometry, Plane, (com-
*Rhetoric and Composition .5	pleted)5
*General History (Ancient .5	*Rhetoric and Composi-
Latin, or German (begin-	tion5
ning)5	*General History (Med-
Physiology4	iaeval)5
Drawing1	Latin or German4
(Music)	Physiology4
(Art.)	Elementary Astronomy4
(Oratory.)	Drawing .. 1
(Commercial Branches.)	(Music.)
	(Art.)
	(Oratory.)
	(Commercial Branches.)

Third Preparatory.

First Semester.	Second Semester.
Solid Geometry (beg.)5	*Arithmetic Adv.5
*Algebra (completed)5	*History of English Lit-
*History of American and	erature5
English Literature5	Latin or German5
Latin or German5	*Physics and Lab.8
*Required of all students.	

General History (modern) .4	Drawing1
Drawing1	Elementary Astronomy4
*Physics and Lab.8	*American History, (Adv.) .5
(Music.)	(Music.)
(Art.)	(Art.)
(Oratory.)	(Oratory.)
(Commercial Branches.)	(Commercial Branches.)

DESCRIPTION OF THE COURSES.

I. Natural Sciences.

First Preparatory.

A. **Physiography of North America.**—Only enough dynamical and structural geology will be introduced as may be needed in the proper understanding of the subject. Contour maps will be studied. The migration of rivers and the relation of valleys, mountains, and plateaus to rivers will receive special attention.

(Second semester, 5 periods.)

B. **Zoology.**—This course is intended to raise the questions why and wherefore in the beginning. The following subjects will be discussed. **Simplest Animals, Multiplication, Function and Structure, Life Cycle, Adaptations, etc.** A note book containing accurate drawings will be required. Text, Jordon, Kellogg and Heath.

(First semester, 5 periods.)

C. **Botany.**—It will be the aim to lead the student to see for himself the processes of plant life, as: Growth and Movement and Dispersion of Fruits and Seeds, Adaptation to Environments. The Morphology and Ecology of plants will be studied carefully. Text,—Stephens.

(Second semester, 5 periods.)

Second Preparatory.

D. **Physiology.**—Every one should know something of the human body and the function of each of its organs. The laws of health will be emphasized. Text.—Martin's Human Body. (First semester, 4 periods.)

E. **Physiology.** Continuation of Course four. In *Required of all students.

this course will be given the effects of Narcotics, Stimulants, Antiseptics, etc., and the way to prevent contagion and disease. Text.—Martin's Human Body.

(Second semester, 4 periods.)

Third Preparatory.

F. **Elemental Astronomy.** In this course will be given the simpler movements of the Heavenly bodies. The name and location of some of the well known planets will be learned. Also a little work on light and spectrometry will be given. (Second semester, 5 periods.)

G. **Physics.** A large number of forces and changes with which the student and average person has to deal are physical forces and changes. In this course the student will see a selection of experiments demonstrating a large number of Physical Laws. The student will perform some experiments to insure confidence in himself. Accurate notes are required. Text,—Carhart and Chute, and Coleman's Laboratory Physics. (First semester, 4 periods recitation, 4 periods laboratory.)

H. **Physics.**—A continuation of course G. The students will obtain good quantitative results in this course. Text,—Carhart and Chute, and Coleman's Laboratory Physics. (Second semester, 4 periods recitation and 4 periods laboratory work.)

II. Mathematics.

Each subject will, so far as possible, be introduced inductively. Our aim is three-fold: First, to lay a thorough and practical foundation for present and future culture; second, to create a love for mathematics; and third, in our presentation, to furnish the teacher an example of correct and successful method of teaching.

First Preparatory.

A. **Algebra.** Milne's Academic Algebra, to simple equations.

(First semester, 5 periods.)

B. **Algebra.** Milne's Academic Algebra, through

quadratic equations.

(Second semester, 5 periods.)

Second Preparatory.

C. **Plane Geometry.** Phillips and Fisher's Elements of Plane Geometry; three books.

(First semester, 5 periods.)

D. **Plane Geometry.** Continued and completed.

(First semester, 5 periods.)

Third Preparatory.

E. **Solid Geometry.** Phillips and Fisher's Elements of Solid Geometry, complete.

(First semester, 4 periods.)

F. **Algebra.** Milne's Academic Algebra completed.

(First semester, 5 periods.)

G. **Advanced Arithmetic.**

(Second semester, 5 periods.)

III. German.

The Preparatory study of German is two years in length. Students are carefully drilled in pronunciation and the rudiments of grammar. Emphasis is laid upon the following: (1) Use of the spoken language in the classroom. (2) Pronunciation. (3) Prose composition. (4) Reproduction.

This course lays the basis for higher work in the classics and literature in the college, but will be complete in itself in so far as it will aim to furnish a practical working basis that will be of distinct advantage for practical life and will give a reading knowledge of the language.

Second Preparatory.

A. Becker's Elements of German, Worman's First German Book and Mueller and Wenckebach's Gluck Auf.

(First semester, 5 hours.)

B. Becker's Elements of German completed, Mueller and Wenckebach's Gluck Auf, Ford's Elementary German for Sight Translation, Heyse's L'Arrabiata, Oral and Written Exercises.

(Second semester, 5 hours.)

Third Preparatory.

C. Reviews in elementary grammar. Study of Syntax

and elements of Etymology. Prose composition based on texts read. Reproduction. Reading at sight from narrative prose. Conversation. The language of the classroom is German just as far as circumstances permit. Memorizing of poems continued. Kruger and Smith's German Conversation. Thomas' Practical German Grammar Part II. Bernhardt's German Composition. Storm's Immensee and Baumbach's Der Schweigersohn.

(First semester, 5 hours.)

D. Bernhardt's German Composition continued and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Wilhelm Tell, Lessing's and Minna Von Barnhelm and Freytag's Die Journalisten.

(Second semester, 5 hours.)

IV. English.

In this department the aim is (1) to master the laws of the sentence in Grammar; (2) to learn the elementary principles of discourse and acquire facility in composition; (3) to obtain a general knowledge of both English and American Literature. Since English is the avenue of thought no study is of more importance. Three full years of daily recitation in English are required of all who graduate from the Preparatory School.

First Preparatory.

A and B. **Grammar, Composition and Literature.** The aim is to master the principles of sentence building. The best specimens of the sentence are studied in the Literature. Careful attention given to Punctuation, Capitalization and Letter Writing. Continuous practice in composition.

Classics from such authors as Scott, Eliot, Irving, Howell, Hawthorne, Longfellow, Holmes, Bryant and Coleridge.

(First and second semesters, 5 periods.)

Second Preparatory.

C and D. **Rhetoric, Composition and Literature.** Mastery of the elementary principles of discourse. Special attention given to the paragraph.

Literature. Both prose and poetic styles are studied.

DeCoverly Papers, Merchant of Venice, Tennyson's Princess, Cotter's Saturday Night, Conciliation with America, Prisoner of Chillon.

(First and second semesters, 5 periods.)

Third Preparatory.

E. History of American Literature. Historical outline of American Literature. Special emphasis given to the study of the masterpieces. Outside reading of complete works. Written reports. (Second semester, 5 periods.)

F. History of English Literature. An outline of English Literature. Careful study of the literature itself, the masterpieces. Outside reading of complete works. Written reports. (Second semester, 5 periods.)

LATIN.

First Preparatory.

A. Introduction of Latin, Text Harkness.

(First semester, 5 periods.)

B. Easy Latin Readings. Latin syntax. Harkness Continued. (Second semester, 5 periods.)

Second Preparatory.

C. Caesar: books 1, 3 and 4. **Latin Grammar.**

(First semester, 5 periods.)

D. Virgil: books 1 and 2. **Cicero:** four orations. Study of Latin grammar. (Second semester, 5 periods.)

Third Preparatory.

E. Virgil: books 3, 4 5, and 6. **Eclogues.**

(First semester, 5 periods.)

F. Latin Composition. Text Allan. Study of Greek forms of Latin nouns. (Second semester, 5 periods.)

VI. History and Civics.

First Preparatory.

A. Civil Government. Elementary study of the Civil Government of the United States.

(First semester, 5 periods.)

Second Preparatory.

B. General History This is a course in Ancient His-

tory, including Greece and Rome. This and the two subsequent courses will be given in broad outlines. Text, Wolfson. (First semester, 5 periods.)

C. **General History.** This will be devoted to the study of Mediaeval History. Text, Harding. (Second semester, 5 periods.)

Third Preparatory.

D. **General History.** A course in Modern History. Text, Harding. (First semester, 4 periods.)

E. **American History.** The student is supposed to have completed a common school course in United States History, hence only one semester is devoted to the subject. This work is of academic grade. Text, **Hart's Essentials in American History.** (Second semester, 5 periods.)

VII. Drawing.

Second Preparatory.

A and B. **Mediums:** Chalk, pencil, water colors.

Drawing from objects: Action figures from life.

Grouping: Mass, sketching, modeling of objects, animals, etc. Simple studies of design.

Patterns of type forms: Clipping and criticism of newspaper and magazine illustration.

(First and second semesters, 1 period.)

Third Preparatory.

C and D. **Mediums:** Chalk, charcoal, pencil, colors, clay.

Sketching from object: Casts, life and nature.

Wash drawings: Chalk modeling, pictorial composition.

Design, (working drawings of objects and original plans): Modeling in low relief, study of masters and masterpieces in art.

(First and second semesters, 1 period.)

Special Departments.

For electives in Fine Art, Music, Commercial Branches, Normal Studies and Oratory, the student is referred to these Special Schools and Colleges.

Lower Preparatory.

Maude Waite Marshall, A. B., Instructor.

Purposes.

1. In the First Year of the Higher Preparatory School there are always some students whose early training has been neglected. These are found deficient in one or more studies. The Lower Preparatory is a school to enable such students to make up their back work, while at the same time continuing part of their studies in the Higher Preparatory School.

2. In families moving to the University for educational purposes there are often children not far enough advanced to enter the Higher Preparatory School.

3. Some parents desire to place their children in higher institutions of learning, so that, at as early an age as possible, the student life may be influenced by the Christian environment and intellectual atmosphere of such institutions.

To meet this most praiseworthy ambition Oklahoma Christian University has established the Lower Preparatory Department, that students, of a lower grade than the Higher Preparatory School can accept, may be brought face to face with the high culture and lofty ideals of Christian Education.

Scope of the Work.

The beginning of the instruction in this Department corresponds to that of the Sixth Grade in the best public schools. With its special advantages, however, the year's work done will cover the Eighth Grade. The student who completes the studies prescribed will be admitted to the Preparatory School without examination.

First Year.—Lower Preparatory.**First Semester.**

1. **United States History.** From first of book to page 187. Text, Thomas' History of the United States.

(Five periods.)

2. **Geography.** First half of book. Text, Maury's Ele-

mentary. (Five periods.)

3. **Reading.** Text, Carpenter's Geographical Reader.
(Five periods.)

4. **Spelling.** Selected lists from reading text.

5. **Arithmetic.** Milne's Progressive Series, Book 2.
(Five periods.)

6. **Grammar.** Wisely & Griswold's Text.
(Five periods.)

7. **Writing.** Will be taught in the Commercial Department.

Second Semester.

1. **United States History.** From page 187 to close of book and review. Text, Thomas' Elementary History of the United States.
(Five periods.)

2. **Geography.** Last half of book. Text, Maury's Elementary.
(Five periods.)

3. **Reading.** Text, Carpenter's Geographical Reader.
(Five periods.)

4. **Spelling.** Selected lists from reading text.

5. **Arithmetic.** Milne's Progressive Series, Book 2.
(Five periods.)

6. **Grammar.** Complete Wisely & Griswold's Text.
(Five periods.)

7. **Writing.** Will be taught in the Commercial Department.

Second Year—Lower Preparatory.

First Semester.

1. **United States History.** From beginning to French and Indian War. Text, Montgomery's Leading Facts in American History.
(Five periods.)

2. **Geography.** First 30 pages. Text, Maury's Manual.
(Five periods.)

3. **Reading.** Selected American Classics. Sketch Book. Evangeline and others.

4. **Spelling.** Selected lists from reading text.

5. **Arithmetic.** Milne's Progressive Series, Book 3 to Denominate Numbers.
(Five periods.)

6. **Grammar.** First three sections. Text, Wisely's

English Grammar.

7. **Writing.** Will be taught in the Commercial Department.

Second Semester.

1. **United States History.** Montgomery's Leading Facts to page 194. (Five periods.)

2. **Geography.** Maury's Manual to page 76. (Five periods.)

3. **Reading.** Selected American Classics. (Five periods.)

4. **Spelling.** Selected lists based on reading text.

5. **Arithmetic.** Finish Milne's Progressive Arithmetic, Book 3. (Five periods.)

6. **Grammar.** Wisely's English Grammar. (Five periods.)

7. **Writing.** Will be taught in the Commercial Department.

Third Year—Lower Preparatory.

First Semester.

1. **United States History.** Montgomery's Leading Facts to page 292 with review from first of book. (Five periods.)

2. **Geography.** Maury's Manual from page 76 to 105 with thorough review from first of book. (Five periods.)

3. **Reading.** Selected English Classics. Scott, Eliot (Five periods.)

4. **Spelling.** Selected lists from reading text.

5. **Arithmetic.** From first of book to Percentage. Text, Milne's Standard. (Five periods.)

6. **Grammar.** Text, Wisely's English Grammar. (Five periods.)

7. **Writing.** Will be taught in the Commercial Department.

Second Semester.

1. **United States History.** Review and finish book. Text, Montgomery's Leading Facts. (Five periods.)

2. **Geography.** Finish book. Text, Maury's Manual.

(Five periods.)

3. **Reading.** Selected English Classics.

(Five periods.)

4. **Spelling.** Selected lists based on reading text.

5. **Arithmetic.** Finish book. Text, Milne's Standard.

(Five periods.)

6. **Grammar.** Finish Wisely's English Grammar.

(Five periods.)

7. **Writing.** Will be taught in the Commercial Department.

College of Business

COLLEGE OF BUSINESS

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

W. T. LARIMORE, Dean.

Bookkeeping, Banking, Business Practice, Commercial Arithmetic and Rapid Calculations, Business Spelling, Correspondence, Penmanship Plain and Ornamental.

*

Teacher of Stenography and Typewriting.

SAMUEL H. HORNE, A. B.,
Commercial Law.

LORA WHEATON GARRISON,
English Grammar.

The Dean of the College of Business, in addition to his teaching, will superintend the work of his assistants. He expects to make the department thoroughly practical in every particular. He wishes also to make the following explanation: In preparing the matter for this catalogue he has used some of the printed matter of Boyle's Business College at Omaha, Neb., so far as it suited his purpose. He wishes to acknowledge his indebtedness and give the credit that is due.

Preparatory Course.

For the benefit of those who have been out of school for some time and need review, and for those who are deficient in such studies as Grammar, Arithmetic, Reading, etc., we give a preparatory course. If the student is only "rusty," or deficient in one or two studies, he may enter upon a Business or Shorthand course at once, and join these preparatory classes, and make up his deficiencies, and at no additional cost in tuition. This is one of the

*To be filled.

many advantages the student has here that he cannot get at any regular business college. These preparatory classes are taught by our regular college teachers.

BUSINESS COURSE.

Bookkeeping.

The following studies enter into the various courses: Bookkeeping, Business Practice, Commercial Arithmetic, Penmanship, Typewriting, Business Spelling, Commercial Law, Business Correspondence, English Grammar, Civil Government, Office Customs.

Bookkeeping and Business Practice.

Our course in Bookkeeping is very practical and interesting from beginning to end. It is presented in such a way that the student "learns to do by doing." The work is given in sets representing the general lines of business. We begin with the first principles, namely, teaching the student how to systematically make records of all purchases, whether for cash or open account, on notes or otherwise; how to record all sales, whether on open account, notes or otherwise.

Office Training Series.

The Office Training Course is planned for students in higher accounting who represent the different office firms in dealing with the students in business practice. The course consists of six routine pamphlets, giving special forms of bookkeeping and methods of transacting business that will best suit the departments represented.

The office departments include five classified lines of business, Banking, Railroading, Real Estate and Insurance, Wholesaling and Commission, and a Commercial Exchange where all unclassified transactions are carried out.

The books of record and the accounting methods in these offices represent higher forms of accounting that naturally follow standard methods given in bookkeeping and business practice courses.

A separate routine pamphlet has been prepared for each office department, giving explanations and illustra-

tions of the forms of accounting to be used in the given department followed by a set of historical memoranda for drill in the bookkeeping methods introduced, and closing with a routine of transactions for the office student to follow in his dealings with other offices and with students in business practice.

An individual practice outfit is furnished for bookkeeping practice in the historical memoranda, and a permanent office equipment is prepared for each department. In both the practice outfit and the office equipment, the blanks have all special rulings and printed headings required in the given department.

The Practice Outfit.—The individual practice outfit will be valuable for supplementary bookkeeping in special accounting where no offices are used, and in a department with offices it will afford excellent preparatory drill for the office student before he undertakes the entries on the permanent books. The practice outfit usually consists of a combination blank or set of blanks with all styles of ruling required, making an inexpensive equipment that can be used profitably by each student in the accounting course.

The Bookkeeping Course.

This is not a course tethered to text books. It is not a mere grind in Day Book, Cash Book, Journal and Ledger lessons.

It is a study of the Science of Business. It is work aimed at the mastery of the absorbingly interesting commercial-world methods and means. It has to do with dollars.

It points out the path to prominence and power.

It is a thorough course.

It is a practical course.

Its purpose is to put into you the stuff of which successful business men are made.

The central study is, of course, Bookkeeping.

Fused with that, with the idea of making a truly capable, all-round Business-man of you, are the studies, the lectures and the work in Business Penmanship, Business Letter Writing, Business English, Business Legal Forms,

Commercial Law and Civil Government. So that you may graduate a thorough Bookkeeper, it instructs you in the special work of the separate form of Bookkeeping that are peculiar to Banking, Wholesaling, Transportation and Retailing, also

The work is divided into three elementary departments and is taken up in the following order:

First Division (or Theory) Embraces

Bookkeeping.

Theory with forms.

Business Penmanship from blackboard.

Business Arithmetic through percentage.

Business Correspondence.

Orthography.

English Language.

Commercial Law.

Rapid Calculation.

Second Division (or General Practice) Embraces

Bookkeeping, practical, with business practice, forms and original correspondence.

Business Arithmetic, continued.

Business Penmanship, continued.

Orthography, continued.

English Language, completed.

Commercial Law, continued.

Third Division (or Office Practice) Embraces

Bookkeeping, applying to Banking, Commission, Wholesale, Retail, Transportation, Real Estate and Insurance with the transactions, forms, books and correspondence incidental to these branches of business.

Business Arithmetic, completed.

Business Penmanship, completed.

Orthography, completed.

Commercial Law, completed.

Lectures on Banking and Business Customs, etc.

The First or Theory Division is that one in which the ground work of the student's business knowledge is laid. Here he becomes familiar with the meanings of the various

forms and methods of business. He becomes conversant with each and every detail of theoretical bookkeeping, including Journalizing, Posting, taking Trial Balances, making Balance Sheets and the like. He learns the meaning and the use of Notes, Checks and Bills of Exchange. He receives daily instruction in the improvement of his hand writing. He is thoroughly drilled in Business Arithmetic and is given his first training in Rapid Calculation. By the aid of exercises in Business Correspondence, Punctuation, etc., the student is given a sound knowledge of Business English.

The average student completes this section of the business course in about three months.

The pupil is now ready to drop theory and take up work—the same kind of work that he will be expected to do when he gets out in the business world. So he is promoted to

The Second or Practice Division. Here the pupil is assigned an office desk and proceeds to conduct a business of his own. Here he is given real business work for which he must be responsible. The work now grows more fascinating every day as the pupil is taught more and more each day that he must rely upon himself. The first step is to open a set of books for his business. Then he is expected to make out all the Records, Vouchers and all other papers of and for his business. He must put to practical use his knowledge of both Single and Double Entry Bookkeeping. He masters all of the intricacies of keeping Individual, Partnership and Corporation accounts.

During the first few days everything is explained to the student. After that he must watch out for himself, knowing that his teachers will be watching for his mistakes just as closely as his employers would watch for his mistakes. He is taught how to buy, what to buy, how much to pay, what discount should be allowed or received, the method of ordering goods, the uses of various articles in his outfit, such as paper of different rulings, the kind of books in which his records must be made, etc.

Our aim is to set the student upon the right path towards business success. In this department we keep a

close watch upon everything the student does, even though we leave the principal part of the work to his own judgment. We want to guard him against making any mistakes. But we also want him to acquire self-confidence, that great power that comes from within and makes a man successful.

The student usually completes this part of the work in about four weeks.

From this division he passes on to the most interesting and helpful of all the departments.

The Third or Office Division, where he works in the most elaborately appointed and best equipped offices that adorn any business college in the State.

There are seven offices in this department, one office being devoted to each of the following lines of business: Retailing, Wholesaling, Transportation, Commission, Real Estate and Insurance, and two banks.

In this division the student must become familiar with the account books and office appurtenances relative to each of these lines of work. He must open, conduct, balance and close these books. He deals with wholesale and commission merchants, with railway and express companies, with banks, with brokers and with retail merchants located in our school and in our exchange business colleges all over the country. His dealings with merchants in other cities are through the instrumentality of written letters. He gives and receives orders. He deals daily with Checks, Drafts, Notes, Bills of Exchange, Certificates of Deposit, Receipts, etc. He holds correspondence with different firms. He computes interest and averages accounts and transacts all the varieties of business incidental to the line he is at that time working.

It will take you probably two months to finish this last, most important, division of our Business College.

Upon your completion of this division, you will have a practical knowledge of the manners and methods of conducting business as well as the details of every well regulated business office. You will know the rules and practice in buying and selling all agricultural products, meat products, cotton, wool, hides and other raw material, lumber,

iron and other building materials, oils and naval stores, mineral products sold on a commercial scale, stocks and bonds, fruits and groceries, dry goods and all ordinary commodities. You will have a sound knowledge of the prevailing customs in the business transportation on the high seas, the great lakes and navigable rivers and by canal or railway. You will know the customs in the business of Banking, Insurance and Manufacturing. You will be able to keep the accounts of any ordinary business and to draw up and make out all papers in the regular order of such business.

You will be a full-fledged business man or woman—confident of your ability and with the possibilities for success within you.

Time Required.

As above outlined, it usually requires six months to complete the business course and the expense is \$50.00 for tuition and from \$10.00 to \$12.00 for books. No fixed scale as to the length of time required for all students to complete the business course can be stated, however. Eight months' tuition costs \$60.00 and a paid-up scholarship, which means unlimited time—or permission to continue in attendance at the school until the course is entirely completed, costs \$75.00.

The Shorthand Course.

Students sometimes ask: Can I master Shorthand?

We answer:

You can master Shorthand as we teach it.

It is not hard to understand the theory of Shorthand, nor is it difficult to become adept in its practice when you're taught Shorthand Writing by instructors whose knowledge of Shorthand is practical and whose mastery of the art has been proven by actual test out in the business world.

We teach three different systems of Shorthand Writing, Graham, Gregg and Eclectic systems. You are given your choice of these systems. All three of them are thoroughly recommended by us. There is not so much in the system as in the thorough manner in which the pupil is

drilled in that particular system that he has taken up for study.

It is in the careful discipline exercised and the painstaking drill that you are given day after day that you will receive your greatest benefit and derive your soundest knowledge of Shorthand Writing. You will gain greater dexterity with each day. Your grasp of Shorthand Writing will broaden and deepen and become more certain every day. Then when you graduate you will know Shorthand. Each one of the hitherto unintelligible characters will appeal to you with all the force of living words. Your Shorthand notes taken while the speaker is declaiming and his words are shooting forth with lightning-like rapidity will be as plain and as easily read as though you were perusing a First Reader.

You are given actual business dictation. You are given the same kind of work that you would be given if you were working in a business office. You are expected to be as careful as if you were working in a business office. You are gradually taught to be as independent of your instructor as you will be independent of your employer when you get out in the business world.

The course is so arranged that the work is not arduous. Its mysteries are unfolded to you and its finer points developed in such a way that your interest grows and the course becomes exceedingly fascinating.

We show you how to sweep aside the obstacles that present themselves in the path of every person who is ambitious to become an Expert Stenographer, and thus rise to the position of Private Secretary, with its accompanying fine salary.

We do not care to produce ordinary Shorthand Writers. Our ambition for you is that you shall become an expert Shorthand Writer. We want to maintain our reputation for producing only those kind of Shorthand Writers who receive much larger than the average salary paid to Stenographers. For that reason we give you any and all kinds of dictation, and the very hardest kind of dictation, so that you will never be flustered by the most complex

dictation that you may receive after you have gone out into the business world. You're trained to "think in Short-hand," and to have a thorough, unshakable grasp of its theory and a positive, unwavering ability to write rapidly and accurately the most complicated dictation.

The Typewriting Course.

Our method is as follows:

We train you first on finger exercises on typewriter machines fitted with blank keys. These finger exercises are much similar to the finger exercises given a beginner in piano playing.

In fact, you learn the typewriter keyboard in just exactly the same manner and just as thoroughly as a piano player learns the piano keyboard. After becoming thoroughly familiar with the keyboard you are placed in office work, where varied dictation is given you. From this office you eventually graduate, possessing a typewriting speed of from forty to sixty words on new, unfamiliar matter.

A "touch system" operator is always more speedy and more accurate than the other kind—always in greater demand—always worth more, and always receives more money.

Business men everywhere now ask applicants, "Can you write by the touch system?"

The work of students in this department is carefully graded and closely inspected. In addition to being carefully schooled in Typewriter manipulation and gradually increased in speed, they are taught the approved methods and forms used by business men in letters and other documents.

All students are given a thorough course or drill in our Office Practice Department, which is fully equipped with Letter Press, Mimeographs, all kinds of Filing Cabinets and Card Systems that are used in regular business offices.

Everything that will come up in your stenographic work out in the business world is thoroughly explained and carefully taught and impressively drilled into your

mind at the college with the practical course and practical instructors—the college with the “university atmosphere.”

Time Required to Finish a Stenographic Course.

Upon the energy and industry of the individual student depends the time to be consumed in training for the stenographic profession. Under ordinary circumstances six months is a sufficient length of time in which to acquire a knowledge of the art, and the supplementary branches connected therewith. The student's qualifications at the expiration of that time are usually sufficient to enable him to fill a position in the commercial world. Most students enter for a term of this length.

The expense for tuition for six months is \$50.00. The books cost from \$5.00 to \$7.00.

A paid-up Scholarship—giving the student unlimited time to complete the course, costs \$60.00.

Business Correspondence.

Before entering upon this subject, the student should have a good knowledge of English Grammar. Throughout the entire course he has much need of correspondence; he is, however, taught the various parts of letters, arrangement, folding, inserting, addressing envelopes, how to enclose commercial papers. The student gets much practice in actually writing letters ordering goods, making remittances, and conducting in a general way all correspondence necessary to carry on the various lines of business for which he is bookkeeper while taking his course. His correspondence becomes a part of his work, and he is graded on it the same as on bookkeeping or other subjects.

Business Penmanship.

The essentials of Penmanship are legibility, rapidity of the execution, ease and beauty.

In order to secure these, position at the desk, pen holding and muscular movement will be practiced daily. Thorough instruction will be given by the use of the blackboard, the exercises and copies being written and analyzed in the presence of the students. No time will be frittered away making useless curves, but every student will learn

to write a bold, rapid, legible hand.

Business Spelling.

As the heading implies, we teach only business spelling in this department, and this is given the department as a whole. Regular lessons are assigned with a certain number of words to be looked up daily in the dictionary; these lessons are pronounced the following day while each pupil with pencil and tablet is writing the words; exchanges of papers are then made, papers graded, and grades called for. These grades are kept and from them daily reports are obtained. Spelling is the one thing on which almost every one gets "rusty," unless kept "rubbed up" by daily references to spellers and dictionaries.

Equipment. (1) For the Business Course.

Each student in this course has a desk with cash drawer, book racks, pigeon holes, paper files, penracks and waste basket—in short, all necessary equipment of a business office.

(2) For the Amanuensis Course.

Each student in this course has a combination desk with a typewriter, copy holder, bookracks, pigeon holes, waste basket, etc., precisely as he would have in a well-regulated business office in actual business.

College of Music

College of Oratory

College of Fine Art

COLLEGE OF MUSIC

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

*

Dean.

R. DYKSTERHUIS,

Violin and Piano

ETHEL MAE HARRIS

Piano, Theory, Harmony, Composition and Music History.

GRACE E. REYNOLDS,

Voice Culture and Ensemble Work.

*

Pipe Organ and Wind Instruments,

OUR PURPOSE.

We are planning to make the music college one of the strong schools in our University and we have exercised great caution in the selection of teachers.

Professor Dyksterhuis has enjoyed especial advantages and is one of the best equipped musicians in our country. Miss Reynolds is splendidly prepared and has a rich contralto voice. She has made a fine record here during the past year. Miss Harris comes highly recommended. Professor Sherwood, a teacher of national reputation, was her instructor and speaks of her in the highest terms.

We have not yet selected the Dean of the College, but we will use the utmost care in making a selection. A teacher of highest rank will be chosen.

*To be filled.

Manner of Teaching.

1. Students are taught individually, two half-hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also given. This method answers a very excellent purpose, in fact, it is frequently of greater benefit than private lessons, and lessens the cost of tuition to the student. A combination of both the private and class systems is the ideal plan.

Practice.

Practice pianos are provided in sufficient numbers to meet the needs of the departments. Our pianos are all new and of the best grade for practice purposes. Students taking two lessons per week should practice at least two hours per day. Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ.

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used in giving lessons and for practice purposes as well.

Piano Department.

Miss Harris.

It being the object of the College of Music to train students in the various departments, according to some definite, well-regulated and scientific plan, the courses of study have been divided into different divisions, each division comprising several grades.

The course of study in piano has four divisions: I. Fundamental. II. Teacher's Certificate. III. Teacher's Diploma. IV. Post Graduate.

I. FUNDAMENTAL COURSE IN PIANO PLAYING.**Grades I.-IV.**

Studies.	Pieces.
Every's Foundation Studies.	Gurlitt, Schytte, Tapper,
Etudes by Czerny, Gurlitt	Bohm, Kussner, Kuhlau,
Wolf and Tapper.	Sonatinas, Easier works of
Heller Op. 47, LeDebut	Mozart, Haydn, Schumann,
Pfitzner.	Beethoven, C. P. E. Bach,
Polyphonic Studies, Krause	and of the best modern com-
Op. 25.	posers.
Easier Compositions of Bach	

Other requirements for the above course: Ear Training, Sight Reading, Elementary Harmony.

II. TEACHERS' CERTIFICATE COURSE.**Grades V.-VI.**

Studies.	Pieces.
Czerny, Foote 20 Preludes.	Sonatas and other works of
Bach Two-Part Inventions.	the Classic and Romantic
Cramer—Buelow Studies.	Schools. Pieces by Haydn
Vogt and Eggeling Octaves.	Mozart, Beethoven, Schubert,
	Schumann, C. P. E. Bach,
	Von Weber, Chopin, Godard,
	Moszkowski and other mod-
	ern composers.

Further requirements: Harmony Completed. Simple Counterpoint through two-part writing. Harmonic Analysis. Sight Reading continued.

III. TEACHERS' DIPLOMA.**Grades VII.-VIII.**

Studies.	Pieces.
Foote, 9 Etudes, Clementi	Several of the larger works
Tausig, Chopin, Czerny Op	of the Classic and Romantic
740, Henselt and Moscheles	composers, Compositions of
Op. 70.	the best modern writers, Pre-
	ludes and Fugues from
	Bach's Well Tempered Clavi-
	chord.

Other requirements: Counterpoint completed. Harmonic Analysis. Musical Form. Sight Reading and two terms work in Free Composition.

IV. POST GRADUATE.

Grades IX.-X.

Studies.	Pieces.
Chopin, Henselt, Liszt, Rubinstein, McDowell, Joseffy and other writers.	Beethoven Sonatas, Op. 53, 57, 90; larger works of Schumann, Chopin, Schubert Brahms and others. By Moskowski, Greig, List Von Weber; concert pieces.

Other requirements; Composition, Canon and Fugue, and Sight Reading.

The length of time necessary to complete each division depends on the pupil's diligence, intelligence and will power. The student who satisfactorily completes even the first course is a musician whose ability will stand unquestioned anywhere. It is the intention to cover the ground thoroughly, and each instructor may be depended upon to do faithful work.

VIOLIN DEPARTMENT.

R. Dyksterhuis.

I. **Preparatory.**—Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

II. **Intermediate.**—Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed, Kayser Op. 20, Book III; Kreutzer Etudes; Major and Minor Scales and two octave Arpeggios. Solos by Bohm, Wein-

lawski, DeBeriot Dancia and others. Sonatas and the easier concertos of Viotti and DeBeriot and Kreutzer; also practice in ensemble.

III. **Advanced.**—Etudes and Kreutzer, and Rode; Duets, Trios and Quartettes; Selected Solos; Sonatas and Concertos and Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Greig and others.

VOICE DEPARTMENT.

Miss Reynolds.

In Voice Culture, no one method is strictly followed. The individual is carefully studied, individual needs sought out and the best suited method applied. Daily training in mechanical skill is insisted upon, not as the chief end, but as a very important means of making intelligent, musicianly singers.

I.

Primary tone and vowel work. Technical exercises for breath control, tone placing, sustained tones and true elgato. Elementary vocalises from Sieber, Concone, Voccai and others. Simple English and Italian Songs. Begin Sight-singing.

II.

Daily exercises for extension of voice, development of tone and flexibility. Study of embellishments and tone color. Vocalises in phrasing by Marchesi, Op. 3, Panofka, Op. 8. Technical exercises and Study of Expression from Concone, Bonaldi, Lampetri and others.

Selections from English, German, French and Italian writers.

III.

Exercises for mechanical skill continued. Daily practice in Sight-singing.

Finishing exercises from the masterpieces of vocalization.

Study of interpretation. Study of the characteristic elements of national songs.

Selections from English and Italian opera and oratorio.

THE COURSE IN THEORY.

For Students in Any Branch of Musical Study.

I. **Fundamental.**—Ear Training, Sight Reading, Elementary Study.

II. **Teachers' Certificate.**—Harmony completed. Simple Counterpoint through two part writing. Harmonic Analysis. Sight Reading continued.

III. **Teachers' Diploma.**—Counterpart completed. Harmonic Analysis. Sight Reading. Two terms work in Free Composition.

IV. **Post Graduate.**—Fugue. Composition. Sight Reading.

CONCERTS AND RECITALS.

Students and patrons of the College will have an opportunity of hearing at least once a month a general recital. Once each term there will be a Faculty Recital.

Private recitals before invited audiences will be given each two weeks, on which occasions the younger and inexperienced students will have opportunity of appearing before others.

A NORMAL COURSE FOR TEACHERS.

Lasting ten weeks, will begin the first week of February each year. This course is obligatory on all candidates for Certificates and Diplomas. The object of the course is to acquaint teachers with the best ideas and methods, to familiarize them with the best material in all departments of musical culture, and explain its use and application in practical every day work.

In the violin and voice departments, diplomas will be granted to persons completing the prescribed course. In the piano department diplomas are given and the degree of B. Mus. for the completion of the prescribed work. In all courses a public graduation recital is required.

Ensemble Work.

Special attention will be paid to Ensemble Work. Sight-singing, chorus work and class work in all departments will be taught.

Evangelistic Singing.

Special attention will be paid to the training of evangelistic singers and leaders in church music. We expect to make this a very prominent and valuable feature in the work of our college of music.

Récitals.

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical taste not only in the students in the music department but in the entire student body and to develop in the pupil that degree of confidence which is necessary to success.

Department of Wind Instruments.

We expect to arrange for the organization of a University band and instruction will be offered in brass and reed instruments. Open air concerts will be given frequently which will afford pleasing diversion to the student body and will also be of great benefit to the members of the band. Private lessons will also be given on cornet, clarinet, trombone, flute and other wind instruments.

Summer School in Music.

Arrangements will be made for a summer school of from one to two months after the close of the regular session and a course for the training of music teachers will be offered. A class in theory, harmony and composition will be provided. Private lessons on piano will be given and courses in violin and voice will also be offered.

SCHOOL OF ORATORY AND EXPRESSION. FACULTY.

S. A. MARONEY, B. S., B. O., Dean.

Professor of Oratory.

O. L. LYON, A. M., Ph. D.

Instructor in Public Speaking.

General Outline.

The instruction of the College includes a course in Public Speaking and one in Interpretative reading. The

former consists of Debate, the writing and delivery of Formal Orations, Extemporaneous Speaking, and Study of the Masterpieces of Oratory. The latter includes Study of Classic Plays, Elocution and Methods in Reading for Prospective Teachers, and the Presentation of Selections. Each course requires a thorough grounding in the basic principles of expression and strong work in English, with special emphasis upon Literature.

The aim of the work is to make natural readers and speakers. The stress put upon fundamentals will displace artificiality and imitation. Established principles are to be applied to choice selections by the pupil. Originality and interest in the interpretation of thought and emotion can only be secured within the circle of the student's experience. It is the blunder of the ages that words as hollow symbols, or that the form of sentence without its meaning can educate. Nor can they supply the prompting impulses for voice and gesture. Impression and Expression are two essential phases of the educative process. The former precedes but should not preclude the latter. To take in and not give out, to be stimulated and not act, is like faith without works, dead. The powers of mind grow out of the different physical activities. The deaf and dumb and the feeble minded can be taught best through their muscles. A higher order of education has been secured without sight and hearing but there is no example of it without motive power or where the motor area of the brain is undeveloped. This fact gives new importance to such subjects of the curriculum as drawing, penmanship, singing, social occupations, and manual training. It also adds new value to literature when used as subject matter for expression, as language is a more perfect vehicle of thought and feeling than painting, sculpture, or architecture. Hence, the Courses in Oratory are based upon strong parallel work in English. The mechanical structure of language must be mastered, not before, but, better, along with the revelation of some of the classic elements of a selection, for structural analysis alone discloses these elements no better than a chemical analysis

of tears would show their significance. The genuine impulses of literature must be gotten and allowed to dominate in all expression work. Responsiveness of voice and body is to be helped by exercises that strengthen the nerve centers of control.

Recitals.

Programs will be rendered from time to time by those of the Department who do acceptable work. The Literary and Debating Societies of the University afford excellent opportunities for practice in public speaking and reading. Various oratorical contests for prizes will be held during the session.

Diplomas.

Students who complete prescribed work in either course and correlated work, as shown by marks of standing, examinations, and public work, will receive a diploma of graduation and the degree of Bachelor of Oratory.

Work in Classes.

Each of the two courses can be taken in class or by individual lessons, the latter requiring special tuition. The principles of the subject are brought out in lectures and discussions. This prepares for, and is followed by, practice exercises in the art of applying them to the various styles of discourse with criticism by teacher and class. All work will aim to lead the student to determine for himself the manner of delivery rather than to copy.

Elocution and Oratory.

Elocution is both a science and an art. As a science it investigates the laws of delivery which are as definite as the principles of Grammar. These principles are so taught that the student can take up literature and determine for himself the manner of delivery. Imitation is avoided. Naturalness is the object sought after. As an art, Elocution seeks to bring out the divine principle of beauty in expression.

What is needed more in our schools and in our pulpits than good reading and effective delivery? Preachers and

lawyers curtail their success by their uncultured voices and lack of grace in action.

COURSES

Interpretative Reading.

First Year.—Curry's Lessons in Vocal Expressions. Two to six hours practice per week (credits accordingly) and public reciting. May be taken in General or Limited classes or in Individual Lessons 4 hrs.

Second Year.—Curry's Imagination and Dramatic Instinct. Public readings, practice, and credits as in first 4 years, class or individual, until sufficient English gives degree of B. O. 4 hrs.

Public Speaking.

One Year.—Prerequisite, First year of Interpretative Reading or equivalent.

Argumentation.—Nature, principles and practice of argumentation. Nature, kinds and tests of evidence. Brief drawing from noted debates. All debates from carefully prepared briefs. Classes divided into teams for debate. Oral and written work both required.

(First semester, 4 hrs.)

Modern American Oratory.—A mastery of the general principles of the fundamental kinds of oratory. Preparation and delivery of orations illustrating these kinds. Careful analysis of model orations in each kind of modern oratory.

(Second semester, 4 hrs.)

Literary Societies.

A society for the girls and one for boys has been organized and at work the past year. Each has its own hall—a well lighted, commodious home used for nothing else. They issue certificates of graduation and distinction to worthy members. Occasional joint sessions of the societies are permitted. The beautiful Chapel Hall is fine for such meetings as well as for other functions in the life of the University.

Awards.

The Sear's Memorial Medal is given every year by

Prof. Sears in honor of his father, A. M. Sears, to the best debater. Last year this aroused much interest. It is offered for all students but is designed to broaden the Ministerial students in general culture. Hence no religious questions are debated. Three preliminary debates are held to select six best debaters. These hold a final debate for gold medal.

Messrs. Pieratt and Whitlock of Enid have a standing offer of a gold medal for the best oration each year. A contest program is held each commencement.

Inter Collegiate debates are encouraged. One debate was held last year with Kingfisher College.

SCHOOL OF FINE ART.

FACULTY.

HENRIETTE J. SIEGEL,

Art Theory, Practice, History.

Plan of Work.

The work in the School of Art is planned for those who desire art as a profession or an accomplishment, and for those who will apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology, and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art-history.

The purpose of this course is to give the student a broad, fundamental art training which will fit him for whatever specializing he may do in his later art work. To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment.

The Art School has two beautiful, well-lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class; the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work.

The Art rooms will be open all day so that students can work whenever they have time to do so.

The school will meet five days a week for three hours in the afternoon. Instruction and criticisms are given for the time full three afternoons each week, students putting up for criticism studies made during the time when they worked alone. This plan is found to give students self-reliance and earnestness in their work such as they do not obtain when having help all the time, and it prepares them for the time when they must work alone.

All Art students will be given free tuition in the Art History class which meets one evening weekly. This class is very beneficial in creating interest in all that pertains to art and in making one familiar with the best work of the old masters. For the coming year the "History of Christian Art" will be studied by means of lectures and assigned readings.

Decoration.—A course of instruction is offered in Leather Sculpture in high relief or surface work, Pen Work on China, China Painting, Pyrography and other decoration work. Also, original designing of Wall Paper, Carpets, Cloth, Book Covers, Magazines, Laces, Etc., and the study of ancient and modern Architecture.

Industrial Art and Normal Drawing Course.

(Purpose to fit teachers for public school drawing.)
Two periods each week, Text book: Prang Manual.

Clay Modeling, Kindergarten Construction work and Composition, Conventionalization of Natural Forms, Application of Units of Design.

Mechanical Drawing.

A course will be offered in free hand and mechanical drawing, geometric design and application, working drawings and the art of projection.

Art Lectures.

Art lectures on history and theory will be provided for the students from time to time, and they may also have the benefit of special art lectures from time to time.

Exhibitions.

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect the work. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diploma.

A diploma will be conferred upon students who have completed the full three years' course, which will comprise work from elementary drawing up to portrait painting. Students will be given full credit for work done in reputable art schools.

No student will be admitted for less than one term except on single lesson rates.

GENERAL INFORMATION.

1.—Examination.

All students are required to take the examinations that come during the last week of each semester, and those who get 75 p. c. as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet the classification committee must

pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But three or four additional hours may be taken by strong students who have had good preparation. Not more than twenty hours can be taken without the consent of the classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special colleges and schools will be required to regulate the amount of their literary work by the amount of special work taken.

4.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning of good standing. When such grades or statements are not available the student may receive entrance examinations.

6.—Credits Needed for Classification.

For Fresman ranking, 150 preparatory credits:—30 lower preparatory and 120 higher preparatory.

For Sophomore ranking, 32 additional College credits.

For Junior ranking, 32 additional credits.

For Senior ranking, 32 additional credits.

For Graduation 150 preparatory and 128 College

credits.

Persons short on credits may enroll as follows:

As Freshmen short 4 credits; as Sophomore short 3 credits; as Junior, short 2 credits; as Senior, short one credit. In all cases the lacking credit must be made up

7.—Recitation and Study Hours.

Standard Time.

Day Hours—From 8 a. m. to 11:45 a. m. and from 1:15 p. m. to 3:30 p. m.

Night Study Hours—Begin at 7:30 p. m. and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other's rooms during recitation or study hours. All games upon the athletic field are prohibited till after 3 p. m., and on Sunday.

Terms of Admission.

Students coming from other institutions are expected to present evidence of honorable dismissal.

Diplomas granted by the best high schools are supposed to cover the work of the Preparatory School and entitle the student to Freshman ranking.

Students must complete the work of the term or make arrangements that are satisfactory to the professors before taking up the work of a subsequent term.

8.—Chapel Attendance.

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even

a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

10.—Library and Reading Room.

All students, including those of the Preparatory school will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments.

11.—Diplomas.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special diplomas or certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the Preparatory School receive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission.

(1) The required tuition fee must be paid.

(2) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matrons. They may, however, by special permission, room with relatives or in private homes, for purposes of self-board. Special music pupils who will need to use a piano a large part of the day will also be permitted to room out. If the girls' home will not accommodate all of the young ladies special arrangements will be made for rooms in private families where several can room together accompanied by lady teachers.

(4) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

13.—Religious Advantages.

(1) The churches of Enid.

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday school because of the large amount of valuable information to be gained.

(2) Student Volunteer Band.

We believe that the University should inculcate the Missionary Spirit. We hope to have a large number of young men and women who will prepare themselves for service on the home and foreign field. We shall encourage the formation of a "Student Volunteer Band."

(3) Christian Associations.

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A. The Y. W. C. A. have already organized and we hope a Y. M. C. A. will soon be formed. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(4) Ministerial Association.

A ministerial association has been formed, composed of students preparing for the ministry. Much can be accomplished by discussing themes related to church work, delivering sermons and writing papers on practical church problems.

14.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University at all times will encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men will doubtless organize an athletic association.

We hope in the near future to erect and equip a good gymnasium and our large and beautiful campus offers excellent opportunities for out door sports.

EXPENSES.

Tuition board and room rent are payable by the semester in advance. If for any reason bills are deferred more than 30 days, 5 per cent extra will be charged, if deferred more than 60 days 10 per cent extra will be charged.

When bills are left unpaid at the end of a semester enrollment for a subsequent term will not be allowed unless satisfactory financial arrangements are made.

There are about nineteen school weeks in the semester.

Registration fee to be paid by all students, per semester\$1.00

Library and reading room fee per semester\$2.00

Note.—The library and reading room fee must be paid by all students with the following exceptions:—Students in the Lower Preparatory Department (sixth and seventh grades) are exempt. The fee is optional with students in the Colleges of Business, Music and Fine Art, provided their work is confined to their special college and they do not wish to occupy the library and reading room during any part of the day and are not required to use the library; otherwise the fee must be paid.

PREPARATORY DEPARTMENT.

Tuition per semester\$20.00

COLLEGE OF LIBERAL ARTS.

Tuition per semester\$25.00

Note.—Students entering at any time during the first month of a semester will be charged for the entire semester; if they enter after the first month they will be charged from the beginning of the month they enter.

Laboratory Fees.

Chemistry, \$3.00, Zoology, \$2.00, Botany, \$2.00.

College of the Bible.

Special fee in lieu of tuition per semester\$5.00

Note.—Special concessions to ministerial students in the matter of tuition is limited to four years. After that time expires, regular tuition will be charged.

Note 2.—Notes will be taken from ministerial students covering tuition minus the special fee. These will be cancelled if the student enters the ministry at the close of his college course and remains in the work for four consecutive years.

COLLEGE OF BUSINESS.**BOOK KEEPING COURSE.**

Tuition covers the following subjects:

Bookkeeping, Rapid Calculation, Business Arithmetic, Penmanship, Spelling, Office Drill, Business Correspondence, Business Practice, Commercial Law, Practical Grammar, Banking.

One month	\$12.00
Three months	30.00
Six months	50.00
Eight months	60.00
Paid-up scholarship	75.00
Books	\$10.00 to \$12.00

SHORTHAND COURSE.

Tuition covers the following subjects:

Shorthand, Typewriting, Mimeography, Indexing, Letter Filing, Spelling, Letter-Press Copying, Manifolding, Business Correspondence, Punctuation, Practical Grammar.

One month	\$12.00
Three months	30.00
Six months	50.00
Paid-up Scholarship	60.00
Books	\$5.00 to \$7.00

COMBINATION COURSES.

Including the following Combinations:

Business and Shorthand Courses.

One month	\$ 15.00
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Three months	35.00
Six months	60.00
Twelve months	85.00
Paid-up Scholarship	100.00

NIGHT SCHOOL (ANY COURSE).

One month	\$ 5.00
Six months	25.00
Nine months	35.00

COLLEGE OF MUSIC.

Individual lessons two half hours per week.

Piano, advanced, per semester,	\$30.00
Piano, beginning, per semester,	\$25.00
Violin, per semester	\$30.00
Voice, per semester,	\$30.00
Sight singing, per semester, 2 lessons per week ...	\$ 2.00

Class Lessons.

Piano and Harmony, per semester,	\$10 00
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Tuition in wind or string instruments at moderate prices depending upon the instrument.

Piano Rent.

Use of piano for each hour per semester,	\$5.00
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Note.—Students who have taken fewer than 50 lessons will be ranked as beginners.

SCHOOL OF ORATORY.

Private lessons, two half hours per week, per semester,	\$25.00
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Class lessons, two hours per week, per semester, ..	10.00
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Special Reading Class, limited to ten, three hours per week, per semester,	5.00
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General class without extra tuition.

SCHOOL OF ART.

Tuition in all branches, per semester	\$25.00
Three in class, per semester,	10.00
Two in class, per semester,	12.00
Drawing classes, 3 hours per week, per semester, ..	5.00

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Preparatory Drawing Classes 1 hour per week free to all students in Prep. Department.

Diploma Fees.

Graduates in Colleges of Arts and Sciences	\$5.00
Graduates in Special Departments	3.00
Graduates in Preparatory Department	2.00

Reductions.

Students paying full tuition in the Special Colleges and Schools, Music, Business, Art or Oratory may take studies in the College of Liberal Art at \$10.00 each per semester.

Students taking full work in two of the Special schools of Music, Art or Oratory will receive 10 per cent discount on tuition of the special departments. Full work in the three Special schools 20 per cent discount.

Two or more students from same family, rooming and boarding in the University Dormitories will receive 10 per cent. reduction on tuition.

Students taking double work in one of the special schools of Music, Art or Oratory will receive 10 per cent. discount.

No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT.

Rent of room in Ladies Hall, per semester,\$25.00

One person may occupy a room alone whenever there are rooms to spare by paying one half more room rent. Table board in Ladies Hall, per semester,\$60.00 Table board for gentlemen in clubs at actual cost.

Gentlemen may take their meals in Ladies Hall.

Special Notice.

Students who have paid tuition for the semester in advance, who leave school on account of sickness before the semester closes will be credited with the unearned tuition on a subsequent term.

Students who have paid board for the semester in advance, who leave school on account of sickness, will be

charged at the monthly rate up to the close of the week they leave and the balance paid will be refunded.

Extra Expenses.

Students must pay for their laundry, books, and school room stationery. Books and stationery are invariably sold for cash.

Things Furnished by Students.

Students will be required to furnish their own sheets, pillow cases, blankets, and one thick comfort, also towels, and napkins. These, as well as all articles of clothing, should be plainly marked with indelible ink.

Caution to Parents.

Do not supply your children with more money than is needed. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend, the better off they are at school.

SUNDRY MATTERS OF INTEREST.

1. Advantages for Self Supporting Students

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious, for an education and who have to depend upon themselves to secure it. They go to school not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1) The University Farm.

Our Board has secured 160 acres of excellent farming land, a short distance east of the college campus. The dairy and poultry industries, and fruit and vegetable farm-

ing will be carried on. A limited number of students will be given a chance to work one or more hours per day, at a modest remuneration. This work has not yet been started but will be commenced as soon as the necessary funds can be secured. We hope to be able to do this by the opening of the next session or soon after.

Students who are compelled to work will be given the preference.

(2) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands, monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

(3) A Benevolent Enterprise.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the fullest sense. To this end expenses will be kept to the lowest possible point. Until the school is endowed tuition fees in all the schools and colleges except the Bible College must necessarily be charged, but they will be made as low as possible.

(4) Club Board.

Opportunities for club board will be provided so that students who are compelled to economize rigidly can board at actual cost. We believe the cost of board in clubs will range from a dollar and a half to a dollar and seventy-five cents per week.

(5) Pay Allowed for Work.

The pay of working students must be applied on college bills. In amount it will be as large as circumstances will warrant. Generally speaking not less than twelve cents per hour may be counted on. Fifteen hours per week ought to pay board. Six to eight extra hours would pay room rent.

(6) Tenure of Position.

It will be the policy to continue the same persons in the work from year to year. This enables a student

to lay out a course and pursue it with confidence as long as good faithful work is done.

2.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in all the colleges and schools of the University are under the same general regulations.

3.—Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of students by wholesome advice, wise counsel, and by throwing around them proper restraints.

4.—The Aristocracy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money should determine the students standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the

class spirit and make the University truly cosmopolitan in its social temper.

5.—A Word to Teachers.

Teachers. All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire days so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

6.—A Word to Parents.

Often times parents at the solicitation of their children make requests of us that are very detrimental to the students' progress and standing.

(1) Students often ask parents to allow them to visit other students and to visit other cities to hear lecturers and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or may be a week before the term closes this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances,

and we ask parents not to make such requests of us when it can be avoided. Whenever students miss the final examinations they forfeit their grades.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

1.—Endowment a Necessity.

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expense so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

2. Endowment for Oklahoma Christian University.

The Board is fully alive to the fact just stated, and the brotherhood of Oklahoma and adjoining States doubtless understand the obligation that rests upon them in the line of endowment. This work will be undertaken just as soon as the necessary building can be erected and equipped, and it will be pushed vigorously until the necessary endowment shall have been secured.

It has been suggested that we set before us the task of raising one hundred thousand dollars as an endowment, by October, 1909, when our centennial as a people will be celebrated in Pittsburg, Pa.

3.—An Emergency Measure.

As a temporary expedient we will undertake to raise what may be termed a temporary endowment. That is, churches and individuals will be asked to make pledges for the work running through a period of five years. Twelve thousand dollars per year raised in this way would be the equivalent of two hundred thousand dollars of invested funds. It will be a light task for the churches of Oklahoma

and adjoining States to give this amount of money, provide the necessary equipment, and pay for the industrial farm and improve it so as to accomplish the purpose for which it has been purchased. When this is done, we shall be ready to face the question of endowment.

4.—Great Opportunities.

We invite the attention of any friend of education, who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young people, by making a liberal donation to the library fund of the school. It is hard to see how a few thousand dollars could be invested to better advantage. Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up? Why will not some church take up this work as its specialty? We will gladly name the library for the person or church who will undertake this work.

Another opportunity lies in the line of laboratories and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

5.—What You Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

1. Give a sum large or small for permanent endowment.
2. Adopt the library as your special work.
3. Establish one or more of the laboratories.
4. Build one or more of the college dormitories.
5. Adopt the college farm as your special line of benevolence.
6. Be one of fifty persons to give \$100 per year for five years to equip and support the school.

7. Be one of a large number to give in sums ranging from \$5 to \$50 per year for five years.

8. Encourage your church to make an annual subscription to the work.

9. Urge your church to observe educational day every year; Preach a sermon on education.

10. Send your children to the school.

11. Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

12. Distribute the literature that may be sent to you from time to time.

13. Send in lists of names of prospective students.

14. Use your influence to induce the young people of your acquaintance to attend the school.

15. Speak good words for the school and pray earnestly and continually for God's blessing upon it.

Do not let a year go by without doing something for this great work.

PRAYER.

"May the beauty of the Lord our God be upon us, and establish thou the work of our hands upon us: Yea the work of our hands establish thou it."

REGISTER

COLLEGE OF LIBERAL ARTS

Lloyd Allen,	Oklahoma
Vivian Aten,	Oklahoma
Roy Athey,	Oklahoma
C. Elmonia Atkins,	Kentucky
Edward Atkins,	Kentucky
Grace Atkins,	Kentucky
Mildred Bailey,	Oklahoma
Samuel H. Barley,	Missouri
Frank Beardsley,	Oklahoma
Will Blackman,	Oklahoma
Harriett Blakeslee,	Oklahoma
Harlev C. Brooner,	Kansas
Bessie Brown,	New Mexico
Blanch F. Bruce,	Oklahoma
James A. Butts,	Oklahoma
Lucy M. Carr,	Louisiana
Pauline Champion,	Oklahoma
Artie Charlton,	Oklahoma
Ettie Charlton,	Oklahoma
Arthur Chavellier,	Oklahoma
*Emma Chavellier,	Oklahoma
Chas. Clawson,	(Deceased)
Chas. Clawson,	Oklahoma
Austin Cleveland,	Oklahoma
Parke D. Cole,	Ohio
Joe W. Constant,	Oklahoma
Arthur C. Cook,	Oklahoma
Chas. A. Cook,	Oklahoma
Paul Cook,	Oklahoma
Frank Coon,	Missouri
Curtis Countryman,	Ohio

*Deceased.

James A. Crain,	Texas
Mrs. James A. Crain,	Oklahoma
Edna Crick,	Oklahoma
Vernice E. Danner,	Oklahoma
Margaret Darst,	Texas
Lois B. Davault,	Oklahoma
J. Wm. Dobson,	Oklahoma
Floyd Easterly,	Oklahoma
Evert Edwards,	Oklahoma
Authula Elliott,	Oklahoma
Roy E. Etheridge,	Oklahoma
*Roscrans Everst,	Texas
Richard K. Farley,	Kentucky
Hazel M. Fink,	Oklahoma
Lemuel Fountain,	Oklahoma
James Fountain,	Oklahoma
Mabel C. Fry,	Oklahoma
Chas. Funk,	Louisiana
Eva Gailey,	Oklahoma
Emory F. Gasaway,	Oklahoma
Elizabeth M. Gibbons,	Kentucky
Eva Giles,	Oklahoma
Rudolph H. Gladwill,	Oklahoma
Fred M. Goff,	Arkansas
Bonne K. Goode,	Oklahoma
Alice L. Groom,	Kansas
Charles Guy,	Oklahoma
J. H. Harmon,	Oklahoma
Ralph Harp,	Oklahoma
Roy Harp,	Oklahoma
Harry Hayen,	Oklahoma
Rol Helt,	Oklahoma
Geo. Hendricks,	Oklahoma
James V. Hendrix,	Oklahoma
Carl G. Hibbs,	Colorado
Clyde Hollowell,	Kansas
Georgia L. Hunter,	Oklahoma
S. Ward Hutton,	Colorado

*Deceased.

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James A. Ingraham,	Oklahoma
Frank Jacobs,	Oklahoma
Zylpha Jacobs,	Oklahoma
Ernest R. Johnson,	Oklahoma
Nelle Jones,	Oklahoma
Howard W. Jordan,	Oklahoma
Mary G. Keck,	Oklahoma
Garl Legg,	Oklahoma
Ralph Legg,	Oklahoma
Wm. M. LeMay,	Texas
Eric Ross Lyon,	Oklahoma
Elma M. Marshall,	Minnesota
Wm. A. Martin,	Texas
Emmett McCaughey,	Oklahoma
Vernon O. McCoy,	Oklahoma
Samuel B. McGuire,	Oklahoma
J. H. Melton,	Oklahoma
Pearle Munch,	Oklahoma
Wm. Musser,	Oklahoma
Iva Nickel,	Illinois
Walter B. Oliverson,	Oklahoma
Claudia Z. Page,	Ohio
Effie Payne,	Oklahoma
Ella Payne,	Oklahoma
Claude W. Peavey,	Oklahoma
Maude Peavey,	Oklahoma
Paul Perkins,	Oklahoma
Minnie Phipps,	Oklahoma
Goldie Pierson,	Oklahoma
Pauline Pierson,	Oklahoma
Fred E. Place,	Oklahoma
Henry Rector,	Oklahoma
Martha Reed,	Oklahoma
Arthur F. Reiter,	Ohio
M. A. Ritter,	Kansas
Hester Rude,	Oklahoma
Lela Rude,	Oklahoma
John Russell,	Oklahoma
Archie Sater,	Oklahoma

Craig Schwartz,	New Mexico
Merle Sears,	Oklahoma
Otto Shirley,	Oklahoma
Elsie Shoemaker,	Oklahoma
James Spaulding,	Oklahoma
Tracy Strickler,	Oklahoma
Donald Taft,	Oklahoma
Nina Taylor,	Oklahoma
Lulu Thomas,	Oklahoma
Geo. Turner,	Oklahoma
Elmer Underwood,	Missouri
Carl H. Vetter,	Kansas
Joe M. Weatherly,	Oklahoma
Bessie West,	Texas
Thomas Whetstone,	Mississippi
Dixie Williams,	Oklahoma
Chester Wolfe,	Oklahoma
Ruby Woodring,	Oklahoma

COLLEGE OF THE BIBLE.

Arbuthnot,	Wisconsin
Samuel H. Barley,	Missouri
Frank, A. Beardsley,	Oklahoma
Chas. A. Burkhart,	Missouri
Paul M. Cook,	Oklahoma
Curtis Countryman,	Ohio
James A. Crain,	Texas
Mrs. James A. Crain,	Oklahoma
Emmett Davison,	Missouri
Geo. W. Dinning,	Oklahoma
Edwin Dobson,	Oklahoma
J. Wm. Dobson,	Oklahoma
Evert Edwards,	Oklahoma
Roy E. Etheridge,	Oklahoma
Richard K. Farley,	Kentucky
W. O. Friend,	Oklahoma
Mabel C. Fry,	Oklahoma
Chas. H. Funk,	Louisiana
Emory F. Gasaway,	Oklahoma

Fred M. Goff,	Arkansas
James E. Gordon,	Pennsylvania
Ernest Greenwell,	Illinois
John H. Harmon,	Oklahoma
F. K. Hargrove,	Missouri
Carl G. Hibbs,	Colorado
Orville Hodge,	Missouri
S. Ward Hutton,	Colorado
James A. Ingraham,	Oklahoma
Ralph Legg,	Oklahoma
Wm. LeMay,	Texas
Eric Ross Lyon,	Oklahoma
Samuel B. McGuire,	Oklahoma
J. Henry Melton,	Oklahoma
Norman C. Moody,	New York
A. W. Phillips,	New York
Walter M. Pysher,	Colorado
A. F. Reiter,	Ohio
Wm. L. Reese,	Kansas
Archie G. Sater,	Oklahoma
W. G. Scates,	Oklahoma
Elmer G. Schenk,	Missouri
Wm. Sexton,	Oklahoma
Wm. L. E. Shane,	Texas
Otto Shirley,	Oklahoma
James F. Smathers,	Texas
A. G. Smith,	Oklahoma
C. C. Taylor,	Missouri
Chas. A. Tharp,	Oklahoma
C. A. Turk,	Oklahoma
Elmer Underwood,	Missouri
Carl H. Vetter,	Kansas
Virgil R. Walker,	Oklahoma
Harry M. Woods,	Kansas
M. B. Yewell,	Texas

COLLEGE OF BUSINESS.

W. H. Allen,	Oklahoma
James A. Brown,	New Mexico

Olla M. Buzard,	Oklahoma
Edith Coker,	Oklahoma
Maud Davis,	Oklahoma
Bessie Gordon,	Oklahoma
Fay Gordon,	Oklahoma
Iro Gordon,	Oklahoma
Arlie Hearn,	Oklahoma
Charlotte Huggins,	Oklahoma
Ernest R. Johnson,	Oklahoma
Morros W. Kenoyer,	Oklahoma
Tommie L. Lassiter,	Texas
Emmett McCaughey,	Oklahoma
C. F. McQuilkin,	Oklahoma
Clyde M. Mourer,	Kansas
Donald F. Rankin,	Oklahoma
Howard Sherman,	Oklahoma
Roy Thompson,	Oklahoma
Elmer Trower,	Oklahoma
Lloyd Van Wie,	Oklahoma
Joe Weatherly,	Oklahoma
Opal Wright,	Oklahoma

SCHOOL OF ORATORY AND EXPRESSION.

Wm. Arbuthnot,	Wisconsin
Chas. Burkhardt,	Missouri
Ellen Carrier,	Oklahoma
Geo. W. Dinning,	Oklahoma
Edwin Dobson,	Oklahoma
Edith Dodson,	Oklahoma
Etehl Dodson,	Oklahoma
Elizabeth Gibbons,	Kentucky
Earnest Greenwell,	Illinois
John H. Harmon,	Oklahoma
Gwen M. Jones,	Oklahoma
Wm. LeMay,	Texas
Pearle Munch,	Oklahoma
Wm. Reese,	Kansas
Hester Rude,	Oklahoma
Lela Rude,	Oklahoma

E. W. Schenk,	Missouri
Wm. L. E. Shane,	Texas
J. F. Smathers,	Texas
M. B. Yewell,	Texas

COLLEGE OF MUSIC.

Murrell Abbott,	Oklahoma
Mrs. Harry Alton,	Oklahoma
Nell Asher,	Oklahoma
Vivian Aten,	Oklahoma
Mildred Bailey,	Oklahoma
Mrs. Samuel Barley,	Missouri
Elsie M. Barnes,	Oklahoma
Enid Barnes,	Oklahoma
Ethel Beebe,	Oklahoma
Philip Benton,	Oklahoma
Ada Bernheisel,	Oklahoma
Bessie Brown,	New Mexico
Alurta Bumstead,	Oklahoma
Carol Butin,	Oklahoma
Lucy Carr,	Louisiana
Ellen Carrier,	Oklahoma
Pauline Champion,	Oklahoma
Chas. Clawson,	Oklahoma
Mrs. Randolph Cook,	Oklahoma
Paul Cook,	Oklahoma
Mrs. Frank Corry,	Oklahoma
Cecil Cotton,	Oklahoma
Vesta Cotton,	Oklahoma
Edna Crick,	Oklahoma
Logan Danely,	Oklahoma
Lois B. Davault,	Oklahoma
Ruby Denton,	Texas
Ellen DeWhitt,	Oklahoma
Eunie Dickinsheets,	Oklahoma
Ernestine Dodd,	Oklahoma
Edith Dodson,	Oklahoma
Ethel Dodson,	Oklahoma
Authula Elliott,	Oklahoma

Hazel Fink,	Oklahoma
Harry P. Frantz,	Oklahoma
Mrs. W. D. Frantz,	Oklahoma
Mabel C. Fry,	Oklahoma
Helen E. Gibson,	Oklahoma
Manfred D. Gist,	Oklahoma
Sara Godschalk,	Oklahoma
Mrs. J. E. Gordon,	Pennsylvania
Mrs. Cordelia Graves,	Oklahoma
Gladys Harrison,	Oklahoma
Vera Hoyt,	Oklahoma
Georgia Hunter,	Oklahoma
S. Ward Hutton,	Colorado
Mildred Ingle,	Oklahoma
Vera Jacobs,	Oklahoma
Violette Jacobs,	Oklahoma
Nelle Jones,	Oklahoma
Mrs. E. J. Kilborn,	Oklahoma
Mary V. Leeman,	Michigan
Olive Lennox,	Oklahoma
Ruth Looper,	Oklahoma
Hugh Maroney,	Oklahoma
Elma M. Marshall,	Minnesota
Bessie M. McFarland,	Oklahoma
Rhea McKee,	Oklahoma
Birdie McKenzie,	Oklahoma
Ruth Mills,	Oklahoma
Helen Mott,	Oklahoma
Claudia Z. Page,	Ohio
Goldie Pierson,	Oklahoma
Mrs. Lulu Porter,	Oklahoma
Martha F. Reed,	Oklahoma
Edith Reynolds,	Oklahoma
Chas. H. Richards,	Oklahoma
Mrs. K. H. Roberts,	Oklahoma
Gladys Rodgers,	Oklahoma
Hester Rude,	Oklahoma
Lela Rude,	Oklahoma
Mrs. Jessie Sawyer,	Oklahoma

Merle G. Sears,	Oklahoma
Grace Semke,	Oklahoma
Mrs. J. A. Shoptaugh,	Oklahoma
Bernice Stebbins,	Oklahoma
Mrs. G. W. Steen,	Oklahoma
Edward Ayers Taylor,	Nebraska
Maurice Taylor,	Oklahoma
Nina Taylor,	Oklahoma
Herman Thies,	Oklahoma
Lulu Thomas,	Oklahoma
Richard L. Triplett,	Oklahoma
Glen Turner,	Oklahoma
Lillie M. Underkoffer,	Oklahoma
Daisy Vincent,	Oklahoma
Geneva H. Walton,	Oklahoma
Frank N. Watson,	Oklahoma
Jennie B. Wheeler,	Oklahoma
Mrs. Frank L. Wilkins,	Oklahoma
Dixie E. Williams,	Oklahoma
Mattie Wofford,	Kansas
Mary E. Wolf	Oklahoma
Ruby Woodring,	Oklahoma

SCHOOL OF FINE ARTS.

Carl Barnes,	Oklahoma
Margaret Darst,	Texas
Calvin S. Davault,	Oklahoma
Mrs. Myrtle Flaherty,	Oklahoma
Nellie V. Hostetter,	Oklahoma
Aldine Hubbell,	Oklahoma
Mrs. G. A. Kannath,	Oklahoma
Lydia Larson,	Oklahoma
Jessie Estelle Linden,	Oklahoma
Laura M. Luft,	Oklahoma
Thomas M. McGuire,	Oklahoma
J. Ratliffe, Jr.,	Oklahoma
Grace E. Reynolds,	Nebraska
Hester Rude,	Oklahoma

Don Dee Rush,	Oklahoma
Mrs. Eva Rush,	Oklahoma
Mrs. C. B. Wilson,	Oklahoma

SUMMARY

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TAKE NOTICE.

Enid is an ideal location for a school. The general elevation of the country is about 1200 feet, giving us a fine, bracing atmosphere, highly advantageous to student life. Good water is had in abundance at from 30 to 50 feet. The lay of the country is beautiful in every direction, and the view from the campus magnificent; several towns and villages are in sight. Railroads reach out in ten different directions.